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ABSTRACT

The career awareness curriculum guide for grades 4-6 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on music is suitable for use with all three grades. The guide also provides career awareness pre- and posttests for each grade, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs and a six-page list of job family categories. A bibliography provides a teacher resource list, a 10-page list of career awareness books in the Pleasant Hill Elementary School Library, and a list of helpful pamphlets available to teachers. (JR)

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TEACHER GUIDE

For

INCREASING THE CAREER AWARENESS OF ELEMENTARY SCHOOL CHILDREN

Grades 4 - 6

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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INCREASING THE VOCATIONAL AWARENESS OF ELEMENTARY SCHOOL CHILDREN

Background

Preparing youngsters for the World of Work is to be a major goal of the Pleasant Hill School District. A satisfactory and rewarding vocational adjustment holds high priority in our technologically oriented society. The concept of career awareness must be developed at an early age and hence must be included within the elementary school curriculum. The role and responsibility of the elementary teacher in fostering the development of vocational awareness shall be of great importance.

A 1968 study reports approximately two and a half million students are graduated annually from American high schools. Of these, 53% continue their education at institutions of higher learning. However, only about one half of this group completes their training. About 1,175,000 young men and women terminate their formal education with high school graduation. In addition, another 100,000 drop out each year before completing high school. Therefore, over two million students terminate their education at the 12th grade level, or earlier. Only some 400,000 of these students have had some vocational training in high school. The remaining 1.5 million leave school with little or no skills and the labor market offers few opportunities for these unskilled workers.

In spite of the importance of work to the nation and to the individual, today we find a large percentage of our young people preparing unrealistically due to their preference for the more glamorous professional or "status" jobs. This is shown by investigations that have statistically demonstrated discrepancies between the occupational distribution of our existing employed population. Only twelve in every one hundred individuals in the average community will find their occupational futures in medicine, law, teaching, nursing, dietetics, engineering, or the other professions. Parents must come to realize that over eighty percent of the young people entering the labor market will be needed in occupations other than the professions. While particular prestige has been attached to education for the professions, other equally important vocations have been given lower priority and less attention. Such insights as these should induce us, as educators, to provide educational programs which will foster a broadened understanding of work related to individual interest and the potential skills of all the students.

Making career decisions is not an objective at an early stage of a child's life. The elementary school child may make what are commonly termed as "tentative" choices which will help to motivate him in attaining desired learning. The exploration of such "tentative" career choices provides a climate in which the school may help him to expand his appreciation of his total personality and the world in which he lives. This exploration of "tentative" career choices is related to the development of self-concept and identity.

Teachers have long been alert to the need to introduce the "world of work" as an integral part of all areas of learning in the early school years. Their concern for relevancy of school to life gives this practice high priority and is usually expressed during the early school years through the exploration of "community helpers". It is generally in this setting that"career awareness" emerges as a part of the child's knowledge.

A review of early-school approaches aimed at enhancing "vocational awareness" is presented in occupational literature, texts, references, audio-visual aids, community helpers studies, reveals that the emphasis is too frequently placed on the "informational" aspect only. This technique represents too narrow a base from which students may become knowledgeable about the function of work in our society and specifically their prospects in becoming productive members.

A program attuned to the career awareness of students extending from kindergarten to adult, should address itself to broader, more comprehensive objectives - not just informational services. These may be expressed in the following manner:

To provide students:

- With a foundation for wholesome attitudes regarding the worth and the function of man's work in our society.
- With an understanding of the world of work that would contribute in a constructive way to the development of each one's self-image as a productive member of society.
- With an opportunity to develop a self-understanding as an awareness of their personal responsibility for making their own decisions.
- With an opportunity to develop attitudes of respect and appreciation toward workers in all fields and in all levels of work.
- With an understanding of their developing personal interests, attitudes, aptitudes, abilities, and skills as they relate to future career decisions.
- With an understanding of the broad range of occupations open to them through education.

To carry out these expressed objectives, changes are required in teaching style, instructional methodology and utilization of classroom materials.

If we are to help teachers make significant "judgements" pertaining to a student's career awareness, we must find answers to the following questions:

- What type of experiences should the teacher provide in an effort to enhance career awareness?
- What might be used that may help him assess the student's potential progress and needs in the growth of vocational awareness?
- How does a teacher determine the level of a student's career awareness and how much progress has taken place?
- How can he determine whether his response is appropriate for his age and ability?
- How can he evaluate the effectiveness of his efforts over the years?

A necessary first step is to develop a workable "model" of career awareness that might be readily applicable to the classroom. Such a guide placed in the teacher's hands should open the door to exploration and experimentation that could lead to meaningful research. Only through classroom research can such significant questions be answered. The following guide has been prepared by teachers for teachers to accomplish this meaningful purpose.

Setting

The Pleasant Hill School District is located in the southern tip of the Willamette Valley, just a ten minute drive from Eugene, Oregon. The district covers an area of 113 square miles with an estimated population of 5000 persons. The majority of the populace either drives into Eugene for employment or works in the forest product industry in Oakridge or the Cascade Range of mountains east of the school district. The school district does not have monetary income for budget purposes through industry but depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1400 students and 81 certified staff members involved. It is the belief of the district that the development of a person's perceptions of himself in a career role is a continuing process which requires constant focus on relevant experiences throughout his entire life. The intent of this project is to develop, or enhance, teaching techniques and obtain related media for expanding the career awareness of the Pleasant Hill Elementary School children. Emphasis of the project will be placed on teacher inservice, occupational awareness and the relationship between skills learned at school and skill requirements in occupations.

The project will be directed toward the elementary school children of the Pleasant Hill School District, grades 4 - 6.

Pleasant Hill Elementary School

Darrell Jones, Principal
15 teachers
1 librarian
½ time remedial reading
½ time counselor
1 full time music

Grade 4 75 students
Grade 5 120 students
Grade 6 138 students

1 full time P.E. instructor
½ time band instructor

This project will be directly and indirectly connected to the present 1-3 and 7-12 career education program of the Pleasant Hill Primary School, the Pleasant Hill Junior High School, and the Pleasant Hill High School to provide a sequential career education program with a definite scope and sequence.

Parameters of Guide

The guide is confined to the elementary school, grades four, five, and six. The central theme of increasing the career awareness of elementary school children places the spotlight on occupations associated with all of the various areas of the curriculum for the entire year.

The study of careers/occupations is not confined to the service or professional occupations but attempts to explore many of the occupations associated with any given area traditionally taught in the elementary school. The skilled and semi-skilled occupations are treated with equal emphasis as the service or professional careers. An attempt has been made to remove the stereotype picture of occupations typically found in social studies units, i.e., the father going off to the office in a business suit with a briefcase in his hand while mother remains home with the children in a middle class home.

Procedure For Guide Use

The teacher guide, Increasing the Career Awareness of Elementary School Children, is divided into seven categories: (1) grade level (2) subject matter (3) unit of instruction (4) concepts (5) behavioral objectives (6) suggested activities and (7) suggested materials and resources.

The grade level, subject matter, and units of instruction refer to: the grade level the material is to be taught i.e., grade 4, the subject area under consideration i.e., Social Studies, the unit of instruction within the particular subject area i.e., map skills.

The concepts to be developed came from an investigation of material presently being taught at each grade level by subject matter. Inasmuch as no known list of concepts is available for use, a sequented, developmental list of concepts was obtained through a study of curriculum subject matter. This was done to assist students in comprehending the relationship between skills learned at school and skill requirements in occupations regardless of the occupations they might enter in later life.

The behavioral objectives are the immediate expectations a teacher will expect upon the completion of the unit of study. Short range evaluations will be based upon these results.

The learning section is a culmination of suggestions found in the local school district curriculum guide, curriculum guides from other school districts, occupational guidance literature, and discussions with elementary teachers.

The evaluation activities section contains activities that can be used by the teacher to see if the stated objective for that unit has been met.

The materials and resources suggested to accompany each activity are a compilation of available materials and/or resources found in (1) elementary classroom (2) elementary library (3) Intermediate Education District Instructional Resource Center (4) review of publisher's list of commercial materials (5) Lane Community College and University of Oregon resource personnel and (5) citizens in the local community.

Objectives

Grade 4

1. The students know that many kinds of work are done to support families in the United States.
2. The students know that many jobs are created through a use of natural resources.
3. The students know that many jobs are related to the ecology of plants and animals.
4. The students know that many jobs are related to food production and food processing.
5. The students know that many jobs are related to the study of plants and animals found in different regions of the earth.
6. The students know that the study of the earth creates many jobs.
7. The students know that people use measurement and the basic math process (addition, subtraction, multiplication, and division) in their work and at home.
8. The students know that many occupations are related to pollution.
9. The students know that many occupations are related to the care of teeth.
10. The students know that many occupations are related to the prevention of diseases.

Grade: 4 Subject: Language Arts Unit: Story and/or Paragraph Writing (possible letter writing: Family Occupations)

I. CONCEPT: Many kinds of work are done to support families.

Objective: A. The student can describe his parent's occupations and the background required for them as well as two other occupations.

Learning Activities:

1. Discuss the kinds of jobs parents of students have. How could they find answers to questions such as:
    1. What are the duties of the job?
    2. What do the workers need to know?
    3. Is the work indoors or outdoors?
    4. Do you need to be strong to do the work?
    5. What are the opportunities for the future?
2. Ask the class to talk to their parents about their occupations.
3. Write a story or paragraph about parent's occupation, answering questions developed in class
4. If possible, children might bring a tool or special article of clothing pertaining to his parent's occupation to illustrate his story while sharing the story orally.
5. Creative stories could be written from the point of view of an occupational tool or piece of clothing used in an occupation.
6. Write friendly letters inviting a parent or two to speak to the class about his occupation. Following the talk write thank you letters.

Evaluation Activities:

1. Write "Who Am I" riddles about occupations discussed.
2. Write a paragraph about the child's parents occupation and the required background for that occupation.

Materials and Resources

Our Language Today 4
pp. 39-40

See bibliography for student reference material

Our Language Today 4
p. 89 - Friendly letters
pp. 33-35 - Listening

Grade: 4 Subject: Social Studies Unit: Map Skills

I. CONCEPT: There are many jobs for people in the map making industry.

Objective:

A. The child can write a paragraph describing a job found in the map making industry.

Learning Activities:

1. The teacher and students will develop a large chart showing some of the jobs available which are related to map making or jobs that use maps. Use group research to find the information needed for this chart.
2. Let the children create their own bulletin board showing jobs related to map-making. The children will need to do some research for their bulletin board.
3. A.A.A.S. Science Unit Communicating 8.

Evaluation Activities:

1. Imagine the child is a person who needs to use a map. Draw the map and explain how they needed to use it. (Like an explorer)

Materials and Resources:

1. Large piece of butcher paper for the chart.

   Bureau of Labor Dictionary of Occupational Titles
   Encyclopedias
2. Brown, Lloyd A.
   Map Making-The Art That Became a Science
   Colby, C.B.
   Mapping the World
   McFall, Christie
   Maps Mean Adventure

3. Ask the children to write a paragraph describing one job related to the map making industry.

Grade: 4 Subject: Social Studies Unit: The Pacific Northwest

I. CONCEPT: People in the past have always done some kind of work.

Objective: A. The child can name and describe one job done by early pioneers in the Pacific Northwest. This job dan be done for the family or for other people.

Learning Activities:

1. Read a chapter from a book about the Oregon Trail. Ask the children afterwards to list on a sheet of paper 10 jobs which might have been done by pioneers coming to the Pacific Northwest. Discuss the lists and ask the children to do research to find 10 jobs which were done by the pioneers. Afterwards, compare these lists.

2. Role play a situation on the wagon train where one family discusses the jobs they will do in the new territory with another family. The children must research available books for this information.

3. The teacher and students make a list of the jobs done by the pioneers through class discussion.

Evaluation Activities:

1. Plan the pioneer party.

2. Complete a class book written anonymously telling jobs the children want to do in the Pacific Northwest.

3. Take a trip to the Pioneer Museum and describe in writing one job and the tools seen to do that job.

4. Name and describe one job done by early pioneers in the Pacific Northwest.

Materials and Resources:

1. Early Days in Old Oregon
   Katherine Judson
   Encyclopedias
   Pigtail Pioneer
   Lucille McDonald
   Doctor in Buckskin
   F.D. Allen
   Oregon's 100 Years in Pictures
   Nancy Bedingfield
   Marcus and Narcissa Whitman
   Pioneers of Oregon
   Daughtery, James Henry
   Fur Trappers of the Old West
   A.M. Anderson
   Dictionary of Oregon History
   Edited by Howard Corning

2. Large piece of butcher paper or tagboard.

3. Mrs. Ryan - to show weaving.

4. Lois Renski - Logging of Oregon

Grade: 4 Subject: Social Studies Unit: Living in the United States

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I. CONCEPT: There are many different jobs available to people who live in the United States.

Objective: The child can write a paragraph describing one job found in the United States.

Learning Activities:

1. Have the children make a notebook which contains illustrations of the different kinds of hats worn by workers in the United States. The children could draw these or cut them out of magazines and catalogs. List what job each hat could be worn in. (Can be used as a bulletin board)
2. Ask the children to make a movie about occupations in the United States. Put pictures on rolls of butcher paper and roll over cardboard screen.
3. Ask someone from the Lane County Employment Service to talk to the children about jobs available in Oregon and the United States.
4. Ask the children to survey family members to find out the kinds of jobs done by these people.

Evaluation Activities:

1. Use the children's paragraphs to construct a bulletin board containing a large tree with each job on a different branch.
2. Play "What's My Line".
3. Write a paragraph describing one job found in the United States.

Materials and Resources:

1. Magazines and catalogs.
2. Butcher paper and cardboard box screen.
3. What I Want to Be From A to Z
4. Film: People Who Work at Night.

Objective: B. The child will be able to write a paragraph about the training needed for one particular job available in the United States

Learning Activities:

1. The students should choose one particular job that they would like to find out some more information about. Using reference books, and pamphlets about jobs, ask the student to draw a poster about this job, and list what training is necessary for the job.

Evaluation Activities:

1. Write a paragraph about the training needed for one particular job available in the United States.

Materials and Resources:

1. You and the Sciences of Plants, Animals, and the Earth
   Ray Broekel
   Rodeo Days
   Elizabeth Clemons
   Real Book About Farms
   Robert West Howard
   Tunnels
   Marie Huln Block
   The Fisherman and His Boat
   Louise Flothe
   What Does a Policeman Do?
   Joanna Johnston and Martin Harris

Grade: 4 Subject: Social Studies Unit: Lands of the Midnight Sun

I. CONCEPT: The people who live in Alaske do the same kinds of jobs as people in the continental United States.

Objective A. The child can distinguish between one job found in Alaska with one job found in the continental United States.

Learning Activities:

1. Have the children make a bulletin board about the occupations found in Alaska. The children will have to research some of the information for their bulletin board.
2. Ask Miss James to talk to students about Alaska emphasizing jobs found there.

Evaluation Activities:

1. Ask the children to picture themselves as a member of an Alaskan family and write a story telling about their job.
2. Write a story comparing one job found in Alaska with one job found in the continental United States.

Materials and Resources:

1. Film:
Alaska, America's Last Frontier 23 min.
Alaska - the 49th State 2nd Ed. 16 min.

Books:
Getting to Know Alaska
Willis Lindquist
Alaska - the 49th State in Pictures
E.L. Bartlett
Alaska
E. Joseph Dreany
Getting to Know Alaska
Jim Breetveld
Alaska - The Land and the People
Evelyn Butler and
George A. Dale
Let's Read About Alaska
Stuart R. Tompkins

Grade: 4 Subject: Social Studies Unit: The Hawaiian Islands

I. CONCEPT: The people who live in Hawaii do the same kinds of work as the people who live in the continental United States.

Objective A. The child can identify and describe one job found in Hawaii with a similar job in the continental United States.

Learning Activities:

1. Make a scrapbook of the jobs found in Hawaii. Use magazine pictures and children's illustrations to show these jobs.
2. Ask the children to list as many jobs found in Hawaii as they can. Divide the children into groups and ask them to compare lists and create a new list using the ideas from each child.
3. Have the children develop a job family tree showing the occupations related to pineapple industry or sugar industry.

Evaluation Activities:

1. Plan and have a Hawaiian Luau using the products produced in Hawaiian industries.
2. Ask the child to write a paragraph identifying and describing one job found in Hawaii with a similar job in the continental United States.

Materials and Resources:

1. Books:
   Hawaii, The Aloha State
   Helen Bauer
   The First Book of Hawaii
   Sam and Beryl Epstein
   Hawaiian Islands
   Erna Fergusson
   Let's Travel in Hawaii
   Darlene Geis

   Films:
   Hawaii - The Island State
   18 min.

Grade: 4 Subject: Social Studies Unit: New Zealand and Antarctica

I. CONCEPT: How people make a living depends somewhat on the climate, rainfall, soil, and other resources.

Objective: A. The child can construct a paragraph showing how one job found in New Zealand depends on the climate, rainfall, or soil.

Learning Activities:

1. The students will research the occupations found in New Zealand using reference books. Make a list of these occupations.
2. Each child could make his own transparency showing a job available in New Zealand to share with the class.

Evaluation Activities:

1. Make a chart together showing the jobs available in New Zealand and Antarctica. Indicate resources used in each job.
2. Write a paragraph showing how one job found in New Zealand depends on the climate.

Materials and Resources:

2. Text: Learning to Look at Our World
   by Silver Burdett Co.
   Film: New Zealand

1. Butcher paper and crayons. or felt tip pens.

II. CONCEPT: Trade is important if people's desires are to be satisfied and the standard of living raised.

Objective A. The child can describe New Zealand's imports and exports.

Learning Activities:

1. Make a bulletin board showing the products produced in New Zealand.
2. Make butter using cream and a covered jar. Discuss how this could be preserved to be sent to some other country.

Evaluation Activities:

1. Make a large chart showing the products produced by New Zealand and the products bought by New Zealand. Cut the pictures out of magazines.
2. List New Zealand's imports and exports.

Materials and Resources:

1. Magazines
2. Cream, jar

Grade: 4 Subject: Social Studies Unit: The Islands of Japan

I. CONCEPT: The ceconomy of a nation depends upon an intelligent use of resources.

Objective: The child will be able to identify the ways Japan uses it's natural resources wisely.

Learning Activities:

1. Make a mural showing the way rice is grown in Japan. Stress the terracing of land and the use of fertilizers.
2. Let the children make a transparency showing the steps in the pearl industry in Japan.
3. List the uses the Japanese make of bamboo.
4. Raise silk worms, feed them mulberry leaves. Raise them until they make a cocoon. Pull the thread from the cocoon and use it to sew some small thing. Contact O.M.S.I.. Order one month in advance.

Evaluation Activities:

1. Divide the children into groups. Each group is to make a mural showing use of natural resources in the pearl industry, fishing, silk, and rice industries.
2. List three ways Japan uses it's natural resources.

Materials and Resources:

1. Large butcher paper and crayons, or felt tip pens.

   Text: Learning to Look at Our World.
   Silver Burdette Co.

2. Transparency materials.
   Film: Japan Harvests the Sea.
3. Film: Bamboo: Plant of a Thousand Uses.
4. Film: Silk Makers of Japan.

Grade: 4 Subject: Social Studies Unit: City and Village in India

I. CONCEPT: Jobs in undeveloped countries are becoming more complex.

Objective: A. The child can describe one work area in India which has become more complex.

Learning Activities:

1. Make a mural showing the jobs which are available in India today and the jobs which are becoming available to the people.
2. Make a poster showing one job in India that the child would like to do.
3. Show children Pakistani items from Jan Boles.

Evaluation Activities:

1. Build a chart showing work in areas in India which have changed from simple to complex.

Materials and Resources:

1. Text: Learning to Look at Our World
   Silver Burdette Co.

   Film: Boy of Bombay
2. Invite a person from the University who is from India.
3. Mrs. Carl Hintz could talk to the children about India.

Grade: 4 Subject: Social Studies Unit: Peoples of Central Africa

I. CONCEPT: Peoples of Africa are beginning to use their natural resources to increase their standard of living.

Objective A. The child can compare the use of natural resources in Central Africa with the use of natural resources in the Nile River area of Africa.

Learning Activities:

1. Make a bulletin board showing the jobs found in Central Africa.
2. Create a new job that the people of Central Africa could do using the natural resources found in the area.
3. Write a paragraph on Aswan Dam. What it has changed and how it will change things in the future.

Evaluation Activities:

1. Write a story showing how a child in Central Africa uses natural resources in a job and compare with this a child in the Nile River area.

Materials and Resources:

1. Text: Learning to Look at Our World
   Silver Burdette

   Film: Boy of Bombay
   Nile Valley - It's people
   Music of Africa
   Peoples of Central Africa.

Grade: 4 Subject: Science Unit: Animals, Plants, and Places

I. CONCEPT: Many jobs are related to the ecology of plants and animals.

Objective: A. The child can list five jobs that are related to the ecology of plants and animals.

Learning Activities:

1. Ask a person from the U.S. Forest Service to come to talk to the children about the conservation program at the U.S. Forest Service.
2. Ask a scientist from the University of Oregon to discuss his job and it's relation to ecology of plants and animals with the children.
3. Use reference books to research information about jobs related to ecology. Make a list of these jobs.
4. Ask a Lane County Agricultural Extension Agent to talk to the children about his job as related to plants and animals.
5. Ask someone from the Department of Environmental Quality (DEQ) to talk to the children.

Evaluation Activities:

1. Form 4-H club in classroom to learn about plants and animals.
2. List five jobs that are related to the ecology of plants and animals.

Materials and Resources:

1. Film: Conserving Our Forests Today

3. Billington, Elizabeth T.
Understanding Ecology
New York, Warne 1968

II. CONCEPT: There are many hobbies which are related to a knowledge of plants and animals.

Objective: A. The child will be able to list four hobbies which are related to a knowledge of plants and animals.

Learning Activities:

1. Let the class decide what small animal they would like to raise in the classroom. Discuss the responsibilities necessary for raising this animal.
2. Make a diorama showing hobbies which are related to plants and animals.
3. A.A.A.S. Science Unit Inferring 5

Materials and Resources

1. Photography
Zachry, Harry

Learning Activities: cont.

4. A.A.A.S Science Unit Observing 20

Evaluation Activities:

1. Let the children make a wild flower notebook collection. Label the flowers and learn the proper technique for pressing flowers. Take the children for walks to find these flowers.

2. List four hobbies which are related to a knowledge of plants and animals.

III. CONCEPT: Many jobs are related to the sea and the plants and animals which are found there.

Objective: A. The child will be able to list five jobs related to plants and animals of the sea.

Learning Activities:

1. Visit a sea food packing plant. Point out the different kinds of work done in the plant.

2. Discuss the job of a fisherman. Use reference books and films to find out about the job. Ask the children to create a mural showing the fisherman's job.

3. See shell collection in science room at the High School.

Evaluation Activities:

1. Make a mural showing jobs related to the plants and animals of the sea.

Materials and Resources:

1. Film: Food From the Sea

2. Film: Outboard Fisherman -U.S.A.
   New England Fisherman

   Flothe, Louise
   The Fisherman and His Boat
   Scribner 1961

IV. CONCEPT: There are many jobs related to plants and animals found in the mountains.

Objective: A. The child will be able to organize a play about the jobs related to plants and animals in the mountains.

Learning Activities:

1. Make a poster showing one job related to plants and animals in the mountains.
2. Make a job tree showing jobs related to forestry.
3. Invite a forest ranger to talk about his job.
4. Ask a helicopter pilot to talk about his job as it is related to forests.
5. Ask a surveyor to talk about his job.

Evaluation Activities:

1. Create a play to show jobs related to the plants and animals of the mountains.

Materials and Resources:

2. Film: Lumberyard: Magic of Lumber

Grade: 4 Subject: Science Unit: Your Growing Body

I. CONCEPT: Many jobs are related to food production.

Objective: A. The child can compare a food production job with a food processing job.

Learning Activities:

1. Make a poster showing one food production job. Compare this to a poster showing one food processing job.
2. Ask someone from a cannery to come and talk to the children.
3. Divide the class into two groups - food production and food processing. Have each group list their responsibilities. In a whole class discussion, compare the two lists.
4. Visit Davidson Bakery at 990 West First in Eugene (phone 345-0351) to see the baking process and the jobs which are available in the bakery.
5. Write to Chrisholm Ryder Company, Inc., 115 North Third, Walla Walla, Washington, for information about jobs related to food processing equipment.
6. Ask someone from the Sunshine Potato Chip Co. 2510 West Fifth, Eugene (phone 344-7143) to talk about the processing of potato chips.
7. Visit Manning's Famous Foods, Inc., 1400 Cross Eugene (ph. 345-0368) to observe food processing.
8. Conduct a personal interview with someone from the McDonald Candy Co. about the jobs involved in candy making.
9. Compose a list of the processed foods that the children are familiar with. List the jobs that are needed to produce these foods.
10. Make a display of one food and how it has been processed. Include the jobs done by individuals.

Evaluation Activities:

1. Ask children to illustrate the production and processing of one food. Use to make a bulletin board.

Materials and Resources:

Books:

Food for People, Riedman, Sarah, New York Abelard-Schuman 1961

First Book of Food
Scheib, Ida

Real Book About Farms
Howard, Robert West Watts
1952

Basketful - The Story of Our Foods Irmengarde, Eberle

Films:

Food From Grains
Nutritional Needs of Our Bodies
Bakery Beat
Aristocrat of the Green Bean Family- Mr. Blue Lake
Citrus-The Golden Fruit
Frozen Foods

Write to: (teachers only)
Canned Salmon Institute
3100 South 176th Street
Seattle, Washington 98188

and

Cling Peach Advisory Board
153 Market Street
San Francisco, California
94105

Grade: 4 Subject: Science Unit: The Changing Earth

I. CONCEPT: Many jobs are related to the study of the changing earth.

Objective: A. The child can identify five jobs which are involved with the study of the changing earth.

Learning Activities:	Materials and Resources:
1. Invite a geologist from the University of Oregon to discuss his job with the children.	1. Books: The Crust of the Earth: The Story of Geology Clayton, Keith Geology Kit: Rocks
2. Ask the children to list as many jobs as they can which are involved with the study of the changing earth. Divide the children into groups to compare these lists. Make a large group chart showing these jobs.	
3. Ask a surveyor to demonstrate his equipment for the children and discuss his job.	
4. Show slides of the Grand Canyon. Discuss the job of the person who took the slides.	
5. Ask an archaeologist from the University of Oregon to discuss his job with the children.	5. Books: First Book of Archaeology Watts, Kubie Good Digging - the Story of Archaeology Samachson, Dorothy

Evaluation Activities:	
1. Make a notebook showing the jobs related to the study of the earth using magazine and catalog pictures or pictures drawn by the children.	1. Write to: American Institute of Mining, Mettallurgical and Petroleum Engineers 345 East 47th Street New York, New York 10017
2. List five jobs which are involved with the study of the changing earth.	

Objective: B. The child can identify five jobs related to the use of natural resources of the earth.

Learning Activities:	Materials and Resources:
1. Make a bulletin board showing jobs related to the natural resources of the earth.	
2. Make a graph showing the natural resources and the number of jobs related to each natural resource.	

Learning Activities:

3. Ask someone from a gasoline distributorship to talk to the children about his job.

Evaluation Activities:

1. Pick one job related to the natural resources and write a story about it.
2. List five jobs related to the use of natural resources of the earth.

Materials and Resources:

1. Book:
    Let's Go to a Dam
    Hamilton, Lee David

    Oceanographers in Action
    Bergaust, Erik, and
    Foss, William O.

Objective: C. The child will be able to identify three hobbies related to the study of the changing earth.

Learning Activities:

1. Ask someone who collects rocks to talk to the children about his hobby.
2. Ask someone who hikes as a hobby to talk to the children.
3. Make a collection of conifer cones. Label and arrange.
4. Ask someone who works on boats as his hobby to talk to the children.

Evaluation Activities:

1. Make a small rock collection. Label and arrange.
2. List three hobbies related to the study of the changing earth.

Materials and Resources:

1. Film:
    Earth Science Rock
    and Mineral
    Collection

Grade: 4 Subject: Math Unit: Addition, Subtraction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: A. The child can identify ways in which addition and subtraction can be used in work or at home.

Learning Activities:	Materials and Resources:
1. Ask a carpenter to talk to the children about his work and how he uses addition and subtraction.	
2. Ask an accountant to talk to the children about the use of addition and subtraction in his job.	2. Write to: Accounting Careers Council College of Busininess Adm. University of Notre Dame Notre Dame, Indiana 46556
3. Make a poster showing some of the occupations that use addition and subtraction.	
4. Ask the secretary of the school to talk to the children about how she uses addition and subtraction in her job.	4. Write to: National Secretaries Assoc. 1103 Grand Avenue Kansas City, Missouri 64106
Ask a clerk from a store to talk to the children about how he or she uses addition and subtraction in their job.	
6. Take a field trip to JC Penney's to see uses of addition and subtraction.	
7. Individual children make a list of the jobs done at home by individual members of the family. Discuss the lists in a whole group discussion.	7. Mathematical Puzzles Gardiner, Martin Magic House of Numbers Adler, Irving
8. Use the above list to make a chart showing the kinds of jobs done at home.	
9. Make individual checklists to see which jobs done at home require addition and subtraction.	
10. Play simulation games: a. Buying lumber for a fence b. Organize a store and buy weekly food supplies c. Making a garden area bigger or smaller.	10. Film: Making Change For a Dollar
11. Give each child a certain amount of money. Let them write checks for groceries only and keep their checkbook balanced.	

Evaluation Activities:

1. Pick one job which uses addition and subtraction and write a job description of this job.

2. List five ways in which addition and subtraction can be used in work or at home.

Grade: 4 Subject: Math Unit: Multiplication and Division

I. CONCEPT: People use the idea of multiplication and division in their work and at home.

Objective: A. The child can list five jobs that require the use of multiplication and division.

Learning Activities:

1. Write to State of Oregon and ask for information about jobs available in this area which may use multiplication and division.
2. Make a bulletin board showing jobs which use multiplication and division.
3. Write to the Youth Opportunity Center for information about jobs available which may use multiplication and division.
4. Write to Lane Human Resources for information about jobs which reauire multiplication and division.
5. Have the children make a list of the jobs which they think use multiplication and division. Compare these lists and make a chart showing these jobs.

Evaluation Activities:

1. Pick one job which requires multiplicatinn and division and make a job tree for this job.
2. List five jobs that require the use of multiplication and division.

Materials and Resources:

1. State of Oregon
Employment Division
432 11th Avenue, West
Eugene, Oregon

4. Lane Human Resources, Inc.
610 Willamette
Eugene, Oregon
Phone 342-4893

Grade: 4 Subject: Math Unit: Measurement

I. CONCEPT: Measurement is used in many different jobs.

Objective: A. The child can list three jobs which use the measurement of time.

Learning Activities:

1. Visit the dormitory kitchens specifically to see how time is important in organizing a meal.
2. Ask someone from Mahlon Sweet Airport Control Tower to discuss the importance of time in the take off and landing of airplanes with the children.
3. Visit Eugene Water and Electric Board or Pacific Power and Light to see how time is used in figuring the amount of electricity used by consumers.

Evaluation Activities:

1. The class could make cookies using dry and liquid measurement. Bake the cookies for varying lengths of time of baking. Taste the cookies and describe the difference in taste, texture, and appearance. The housewife uses time for her job.
2. List three jobs which use the measurement of time.

Materials and Resources:

1. Contact Mr. Charles Harris
   University of Oregon
   Housing Department
   to arrange for a tour.
2. Wonderful World of Mathematics
   Hogben, Lancelot Thomas

For more information see New York Life Insurance Company pamphlet entitled "Mathematician"

Grade: 4 Subject: Art Unit: Fine Arts

I. CONCEPT: Many people find their work and/or hobbies in the area of fine arts.

Objective: A. The child will be able to describe three jobs and/or hobbies which relate to the area of fine arts.

Learning Activities:	Materials and Resources:
1. Invite someone from the University of Oregon Art Department to talk to the children about their job in teaching the art of painting.	1. University of Oregon School of Architecture and Allied Arts. Fine Arts phone 686-3610
2. Visit Maude Kearns Art Center to observe the activities which go on there.	2. Maude Kerns Art Center 1910 15th Ave. East Eugene, Oregon Phone 345-1126
3, Visit Gallery 30 to observe the paintings done by the people of Eugene as a hobby.	
4. Ask someone who paints as a hobby to talk to the children about their hobby.	4. People are available in the local area. Famous Paintings: an Introduction to Art For Young People Chase, Alice Elizabeth
5. Write to painters who paint as a vocation. Find out how they became interested in painting and how they were able to start in their work.	5. 150 Masterpieces of Drawing Toney, Anthony Paint, Brush and Palette Weiss, Harvey
6. Ask the children to research and write reports on living painters. For example: Pablo Picasso, Andrew Wyeth, Andy Warhol, Norman Rockwell.	6. Film: Recovery of the Mona Lisa Rembrandt, Van Rijn - A Self Portrait Slides: What is a Painting Modern Masterpieces Write: National Geographic Society School Service Division. 17th and M Streets, N.W. Washington, D.C. 20036 "Geographic School Bulletin"
7. Read magazines related to the fine arts, such as "Horizon".	
8. Read want ads to find as many jobs as possible which are concerned with the area of fine arts, painting, etc.	
9. Conduct an individual interview with someone who paints for a vocation or avocation.	
10. Invite Woody Crocker from the Dutch Boy Paint Store to discuss mural painting with the children.	

Unit: Fine Arts

11. Contact Glenda I. Kupper
684 Willamette, phone 344-7472
about art restoring.

12. Contact Hammond Art Studio
856 L, Springfield phone 746-3815
for information about the area of fine arts.

13. Contact Mr. Neims and ask him to talk to the class.

14. Masterpiece Game.

15. Ask Nancy McEwen to paint a picture.

Evaluation Activities:

1. Read want ads to find as many jobs as possible which are concerned with the area of fine arts; painting, etc.

2. Describe three jobs and/or hobbies which are related to the area of fine arts.

1. Want ads from the newspapers.

Grade: 4 Subject: Health Unit: What Helps Keep You From "Catching" Disease?

I. CONCEPT: Many agencies around the world have helped to fight diseases.

Objective: A. The child can list three agencies which help to fight disease.

Learning Activities:

1. Write to UNICEF, Washington, D.C. to find information about the organization.
2. Write to WHO, Washington, D.C. to find information about the organization.
3. Ask someone from the PEACE Corps to talk to the children about the organization.
4. Ask the children to count the number of PEACE Corps commercials they see on television.
5. Ask someone from VISTA to talk to the children about the organization.
6. Read in health book about these organizations.

Evaluation Activities:

1. Choose one of the above organizations and tell how they help fight diseases in the world.
2. List three agencies which help to fight disease.

Materials and Resources:

3. What Does a Peace Corps Volunteer Do?
   LaVine, David

Grade: 4 Subject: Health Unit: How Much Do You Know About Your Teeth?

I. CONCEPT: Many people are employed in occupations related to the care of teeth.

Objective: A. The child can name and describe five occupations related to the care of teeth.

Learning Activities:	Materials and Resources:
1. The children can write to Lane Community College, Registrars Office for pamphlets about Dental Assistant Training programs.	1. Lane Community College
2. Discuss and design a bulletin board, illustrating the various jobs.	2. Dental Laboratory technician
3. Ask a dental hygienist to visit and discuss the type of work that she does. She can also describe other related jobs in her office.	3. Newspaper
4. Invite a visitor from a Dental Laboratory in town. Discuss the responsibilities of his job.	4. Lane County Dental Society 740 East 13th Eugene, Oregon Phone 343-1488

Evaluation Activities:

1. Look through newspaper want ads and magazines for materials to create a poster showing five jobs related to dental care.
2. Name and describe five occupations related to the care of teeth.

Sources to Write to:

1. Opportunities for dental assistants	1. American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611 Division of Dental Health Public Health Service U.S. Department of Health, Education and Welfare Washington, D.C. 20201
2. Information concerning licensing requirements.	2. State Board of Dental Examiners Salem, Oregon

3. Career opportunities for dental assistants.	3. American Dental Assistants Association 211 East Chicago Avenue Chicago, Illinois 60611
4. Career opportunities in commercial laboratories.	4. National Association of Certified Dental Laboratories, Inc. 3801 Mt. Vernon Avenue Alexandria, Va. 22305
5. Write for leaflet - Dental Assisting-A Career of Action. (available in classroom quantities)	5. American Dental Assistants Association. Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Grade: 4 Subject: Health Unit: What Are Some Community Health Problems?

I. CONCEPT: There are many occupations which are related to the study of pollution.

Objective: A. The child will be able to list two government agencies which are involved in fighting pollution.

Learning Activities:

1. Write to the Department of Environmental Quality at 165 7th Avenue East, Eugene, Oregon, for information about pollution control. (phone 686-7601)
2. Ask someone from the Department of Environmental Quality to discuss pollution controls.
3. Discuss the kinds of things being done to fight pollution. These things could have been seen on television or heard on the radio.

Evaluation Activities:

1. Build a model city of Pleasant Hill. This model should eliminate existing pollution problems and modernize the existing area.
2. List two government agencies which are involved in fighting pollution.

Materials and Resources:

Film:
The Rise and Fall of the Great Lakes.

Objectives

Fifth Grade

The students know what their parent's jobs (occupations) are.

The students know it takes a variety of jobs to operate the school.

The students show an increasing awareness of the countless variety of jobs in the world around them.

The students know the meanings of the words occupation and hobby.

The students can identify a variety of jobs needed to produce a newspaper.

The students can identify a variety of jobs needed in the forest industry.

The students can identify possible effects on family life of a given occupation.

The students can identify skills, abilities, and attitudes important and/or necessary for a given job.

Grade: 5 Subject: Language Arts Unit: Examining Newspapers

I. CONCEPT: Many different occupations work together to put out a newspaper.

Objective: A. The students can name and describe five occupations related to newspapers.

B. This should illustrate the variety of skills and abilities needed to put out a newspaper.

Learning Activities:

1. Following study of the parts of the newspaper have the class list what kinds of occupations would be involved in putting out a newspaper.
2. Plan a field trip to tour the Register-Guard. The trip should answer questions about the different occupations at the newspaper, educational backgrounds, etc.
3. If a field trip is not possible or if additional information is desired, local people employed by the newspaper could be interviewed by the class members or invited to speak to the class.
4. After the field trip have the class develop job clusters related to the newspaper.
5. Discuss occupations shown in newspapers that are not done locally. (comics, political cartoons, special columns such as found on editorial page, Dear Abby, etc.)
6. Character of newspaper occupations: groups act out newspaper occupations and rest of class guess which occupation it is.

Evaluation Activities:

1. Make a newspaper scrapbook cutting specific items from a newspaper and labeling them.
2. Write a job description (see p.149) of occupations seen on the field trip to the Register Guard and/or complete the form on things seen there. (see p.150)
3. Include test items to name newspaper occupations and describe their differences.

Materials and Resources:

Films:

a. Getting the News
b. News For You-Eugene Register-Guard
c. Newspaper Serves It's Community

IED tape:
Newspaper Editors and Reporters

Grade: 5 Subject: Language Arts Unit: Using Reference Materials and Letter Writing: Student Interests

I. CONCEPT: Finding areas of interest can aid self understanding.

II. CONCEPT: Self understanding can point to occupational and vocational interests.

Objective: A. The student can describe the occupations related to an area of his own interest.

Learning Activities:

1. Before beginning the unit on "Using Reference Materials and Letter Writing", administer the interest inventory "What I Like to Do". The children, under the guidance of the teacher, can score their own responses and complete the profile sheet. The teacher may want to duplicate the profile charts so that one copy may be kept for later reference and evaluation. The teacher will need to explain what is meant by the eight interest areas on the inventory.
2. The children can investigate vocational and avocational interest associated with their strong interest areas. Use of reference materials, interviews, and letter writing can be encouraged by the teacher to provide the student with accurate and realistic views of the occupations under investigation.
3. Develop an outline for reporting on what they find out on their interests including occupations related to their interest, educational background required to pursue it as a vocation, whether it is generally pursued as a vocation or avocation.

Evaluation Activity:

1. Report on an occupation or hobby related to a high interest area.

Materials and Resources:

1. What I Like to Do
   Thorpe, Louis P. and others.
   Science Research Associates. 1954
2. Our Language Today
   (Language Arts textbook)
   Chapter 9 "Finding Facts for Reports"
   Chapter 2 "Speaking and Writing" (business and friendly letter forms)
3. Resources - Books
   See bibliography
   Never Too Young to Earn
   Paridis, Adrian
   (available in Eugene library) has chapters on making hobbies pay.

Resource people are available on the following interests (for their names see one of the committee members):

Horses
Gun collecting
Drama
Antique bottles
Rocks
Shells
Cake decorating
Photography
Model trains

Grade: 5 Subject: Language Arts Unit: Books and Publishing

I. CONCEPT: There are many occupations behind the publication of a book.

Objective: A. The student can list four occupations related to book publishing.

B. The student can describe characteristics needed by an author.

Learning Activities:

1. Show film and discuss the occupations shown in addition to author and illustrator. Fill film form which includes characteristics an author needs.
2. Have children write a favorite author about their occupation. This can be an opportunity to use a business letter form. These are often answered with very useful information.
3. Discuss the function of an illustrator in relation to material read by class.

Evaluation Activities:

1. Class makes a job cluster on "Who Makes a Book" This can be done as class bulletin board.
2. Make individual books, perhaps an autobiography, reviewing the parts of the book (title page, table of contents, etc.). This can be done in tiny books and include illustrations.

Materials and Resources:

1. Film:
   "Story of a Book"
2. Our Language Today
   pp. 41-46

Grade: 5 Subject: Social Studies Unit: Exploration

I. CONCEPT: Man's activities are influenced by the desire or need to make financial gains.

Learning Activities:

1. Use a data retrieval chart to summarize where, when, etc., various explorers made their expeditions with an additional column for data on who financed the expedition.

2. Discuss who backed each exploring expedition, why, and whether or not the backers found the expedition successful.

Evaluation Activities:

1. Role Playing:

   a. A specific explorer seeks financial backing from noblemen or merchants who are not convinced that the venture will be a success. They ask questions about what he intends to do, and why and what ne needs. The explorer talks about new trade routes, new land aquisition, or valuable and exotic goods that might be found.

   b. The explorer returns to his backers with a report on his success or failure. He explains what happened and seeks support for a new adventure.

2. On the test, the student will identify backers of at least three exploratory expeditions and why they backed the expedition.

Materials and Resources:

Grade: 5 Subject: Social Studies Unit: Immigration and Colonization

I. CONCEPT: Throughout history man has needed to have an occupation in order to acquire goods and services.

Objective: A. The student will list occupations in colonial United States

B. The student will state which occupations were necessary in all colonies and which occupations were connected to local resources.

C. The student will state orally or in writing the reasons why immigrants came to the United States and the contributions they made.

Learning Activities:	Materials and Resources:
1. Make a list of colonial occupations - millers, shipwrights, carpenters, coopers, blacksmiths, printers, wheelwrights, etc. Why were the specialists needed then? Who taught these people how to perform their specialized tasks?	
2. Make dioramas of colonial occupations.	
3. Make posters to show "How various colonies specialized". Discuss job clusters related to these specializations.	Exploration and Colonization Part II Milliken Publishing Co.
4. Show transparency on "Agriculture and Industry in the Colonies". Discuss connection between resources, geography, and occupations.	Data Sheet #1 - see appendix
5. Show transparency "Patterns of Trade". Discuss occupations behind this pattern.	Film: - 18th Century Life in Williamsburg - Cabinet making
6. Show film - discuss specialization - relate to class knowledge of specialization today.	
7. Show film - discuss reasons immigrants came to America.	Film: Immigration
8. a. List occupational skills immigrants brought with them. b. Construct a map showing where student ancestors came from. Compare with the immigration flow chart shown in the film and social studies text. c. Interview parents and grandparents on occupations of family ancestors and whether they were able to use that occupation in the United States. Why or why not? (Students will also need to construct an interview form.	

Evaluation Activities:

1. Share colonial occupation dioramas and tell whether this occupation was found in all colonies or was connected to local resources.

2. Include test items asking students to list colonial occupations, and to tell why immigrants came to the United States and the contributions they made.

Grade: 5 Subject: Social Studies Unit: Westward Migration

I. CONCEPT: Man's activities are influenced by the desire for a better life and to make financial gain.

Objective: A. The student can state orally or in writing the economic reasons behind the westward migration.

Learning Activities:	Materials and Resources:
1. As each area of westward migration is studied (to the Appalachians, across the Appalachians to the Mississippi, to the West Coast, and the settling of the Great Plains), discuss the economic reasons people moved west and discuss the occupations found on the frontier.	
2. Add a column in the data retrieval chart to include "frontier occupations".	
3. Build a circular flow chart on frontier economy. This can be saved and compared later with a circular flow chart for modern economy during the study of the Industrial Revolution.	Teacher's Guide to Economics Grade 5 p. 31
Evaluation Activities:	
1. Discuss "Would These People Want to go West? Why or why not?"	Data Sheet #2 - see appendix

Grade: 5 Subject: Social Studies Unit: Industrial Revolution

I. CONCEPT: Advances in technology have altered the occupations that produce goods and the occupations that produce services.

Objective A. The student will take a given invention and show the changes in the way of life and the changes in occupations resulting from that technological change.

B. The student will develop a job cluster around a given invention.

Learning Activities:	Materials and Resources:
1. List the occupations of the parents of all class members. Group the occupations together. (Suggested headings: Manufacturing, trade, government, service, agriculture, transportation, construction, mining, and finance). Construct a bar graph of the results, and place in each students notebook. A larger sampling may be obtained by more than one classroom entering into the project, and adding these to the chart and bar graph.	
2. Refer class back to lists made in unit on the colonies and compare major occupations of the colonists and the graph the students made.	
3. Use the two lists to discuss "How do the two lists of occupations seem to differ?" Why are they different?" (Save student responses for end of unit review.) Do the same for similiarities.	
4. Compare class graph with transparency. a. Did most of the people work for themselves or for someone else? b. Did most of them work exclusively for money or did they work for room and board as well? c. Did most of the people sell the items they produced or did they and their families consume most of it themselves?	4. Transparency Data Sheet #4 "How Most Americans Earn Their Living"
5. Construct a circular flow diagram for a frontier family and compare it with one from the modern economy. Build step by step.	5. Teacher's Guide to Economics Grade 5 p. 31

6.	Show transparency, "The Industrial Revolution". Discuss: "Do mothers buy items that our grandmothers and great-grandmothers used to make?" The students research this and report back to the class. Chart the results. Discuss how this has changed occupations.	6.	Data sheet #4 - appendix
7.	Show transaprency, "Industrial Revolution Growth After 1860", and "How Occupations Have Changed Since 1900". Discuss: Who tells businessmen to stop making things consumers do not want any more? (example: buggy whips, stagecoaches). Who keeps businessmen from charging too much for the things they sell? Who tells people what kind of work to do? What determines what jobs are available? How might prices and the possibility of making a profit influence a businessman's decisions about: Producing one product instead of another. Using one type of raw material instead of another. Locating at one adress instead of another. Buying one machine instead of another. Hiring one person instead of another.	7.	Data Sheet #5 - appendix Data Sheet #6 - appendix
8.	Show transparency, "Movement From the Country To the City". Discuss what impact this population shift would have on: 1. the health of the people 2. the need for police and fire departments 3. the need for parks and playgrounds 4. the type of work people do 5. the kinds of jobs available.	8.	Data Sheet #7 Teacher's Guide to Economics Grade 5 p.57
9.	Discuss: Do people still work at jobs that existed 100 years ago? Have any of the old jobs disappeared? What happened to the people who know how to do them? Have any new jobs been created? Why? How do people learn to do them?	9.	Films: Inventions in American Growth 1750-1850. Beginnings and Growth of Industrial America Cotton in Today's World Gasoline Age, History of Transportation Steam Age, History of Transportation Development of Transportation
10.	Show film or films on changes in the United States. Discuss some of the changes that various inventions have caused in landscape, ways of life, occupations.		

11. Make bulletin board posters of inventors and inventions to show how these inventions changed the ways of producing goods and living.

12. Assign interviews. Have students ask parents to tell them about technological changes they have seen - television sets, jet airplanes. Have students write up the report and share with the class.

13. Show and discuss films that illustrate the impact of technological change on specific occupations that exist today. Class can develop comparisons with how these jobs were done in colonial times.

Films:
Our Changing Way of Life - The Lumberman

How Clothing is Made

Evaluation Activities:

1. Discuss and build a chain of changes that occurred as a result of the development of the automobile - do on the overhead, or chalkboard, then transfer to the bulletin board. Example:
____automobile____>roads____>pavement____
____>travel____>service stations____>motels
____>restaurants____>freeways____>more jobs
____>live further from work____>more cars, etc.

Use the chain of changes to build job clusters around various segments developed by the rise of the automobile. Discuss what jobs were replaced in many cases.

2. Data Sheet #8 appendix

3. Students work in groups of two or three to plan how one change leads to another. Provide the class with a list of items to begin work. Example:
a. cotton gin---more cotton, more trade.
b. Reaper-----larger farms, less people
c. steel plow---more acreage plowed
d. automobile----roads, travel, jobs
e. farming to manufacturing
-----move to cities, city problems
f. assembly line---more goods, special jobs.
g. telephone-----jobs, unity in country

4. Have each class group develop job clusters based on the invention on which they made their chain of changes. These also may be used as a transparency and shared with the rest of the class.

5. Include test items which require students to list new jobs developed since colonial times through new inventions. List changes in working conditions, hours, pay, type of work, because of technological change and desirable changes in life style and living standards through technology.

Grade: 5 Subject: Social Studies Unit: Regionalism

I. CONCEPT: Where a person lives determines the kinds of occupations available.

Objective: A. The student will state a relationship between the occupation and it's location.

B. The student will list reasons for continuing changes in occupational opportunities.

Learning Activities:	Materials and Resources:
1. In a data retrieval chart add a column on "Occupations in the Region". Ask each group responsible for a region to identify those occupations that are directly related to the resources of the region and those that are not directly related to the resources of the region.	
2. Show films on various reginns of the United States. After the film discuss and compare. What occupations were shown? What geographical areas were shown? What effect does the geographical location have on occupations?	2. Films: Great Lakes Area - Minerals and Machines Central Farming Region - Food For the Nation Southeast - Challenge and Change Northeastern States Middle Atlantic Seaboard - Great Cities Southwest - Land of Promise
3. After showing "Central Farming Region", have the class develop a job cluster surrounding the farmer.	
4. The students may compare want ad sections of newspapers from small towns and large cities to find the occupations that are the same and those that are different.	4. Several newspapers from the large and small communities.
5. Have committees or individuals report on various regions aof the United States (physical features, resources, products, etc.) After the reports are completed, let each committee help answer questions such as the following: a. Where could a coal miner find work? b. Where could an oil driller find work? c. Where could a logger find work? d. Where could an automobile factory worker find work. e. Where could an electrician find work? f. Where could a doctor find work?	5. Teacher's Guide to Economics Grade 5 pp. 54-55
6. Discuss with the class how this worker specialization has created problems for the region, the cities within the regions, and for the worker.	6. Teacher's Guide to Economics Grade 5 "Principle of Comparative Advantage"

7. Discuss how changes in the region's economy affect the workers of the region.	
8. A person who has worked in areas of the United States quite similar to the local community may be invited to visit the class and describe how work was different and how work was similar in other geographical locations.	8. Guest from local industry Guest - parent of new student
9. Have a committee make a chart to show how employment will change in Northwest industries between 1970 and 1980.	9. Teacher's Guide to Economics Grade 5 p. 42, 59
10. Using the information from the activity above and on regional differences in employment opportunities have the students write short essays on which industry might offer the greatest employment opportunities for them when they grow up.	10. Teacher's Guide to Economics Grade 5 pp. 54,55,60 Lane County Labor Skill Survey, Vol. 2 Occupational Outlook Handbook
11. Discuss where students might need to live in order to find employment in a field he is interested in.	11. Teacher's Guide to Economics Grade 5 p. 61 "Growth Production for Oregon Counties"
12. Do a case study of a local business. Invite someone from the business to talk to the class. Visit the business. Find out: a. How was it started? b. Who owns the business or backs it? c. Why is it located where it is? d. What does it produce and where does it sell the product, and to whom? e. How are raw and finished materials transported? f. What risks does the business run? g. Who runs the business? h. What kinds of decisions does he have to make? i. What labor union does it have? j. What kind of people does it employ? k. What training must they have? l. What machinery and equipment is needed? m. How much does the machinery and equipment cost?	
13. Develop related job clusters from the case study.	

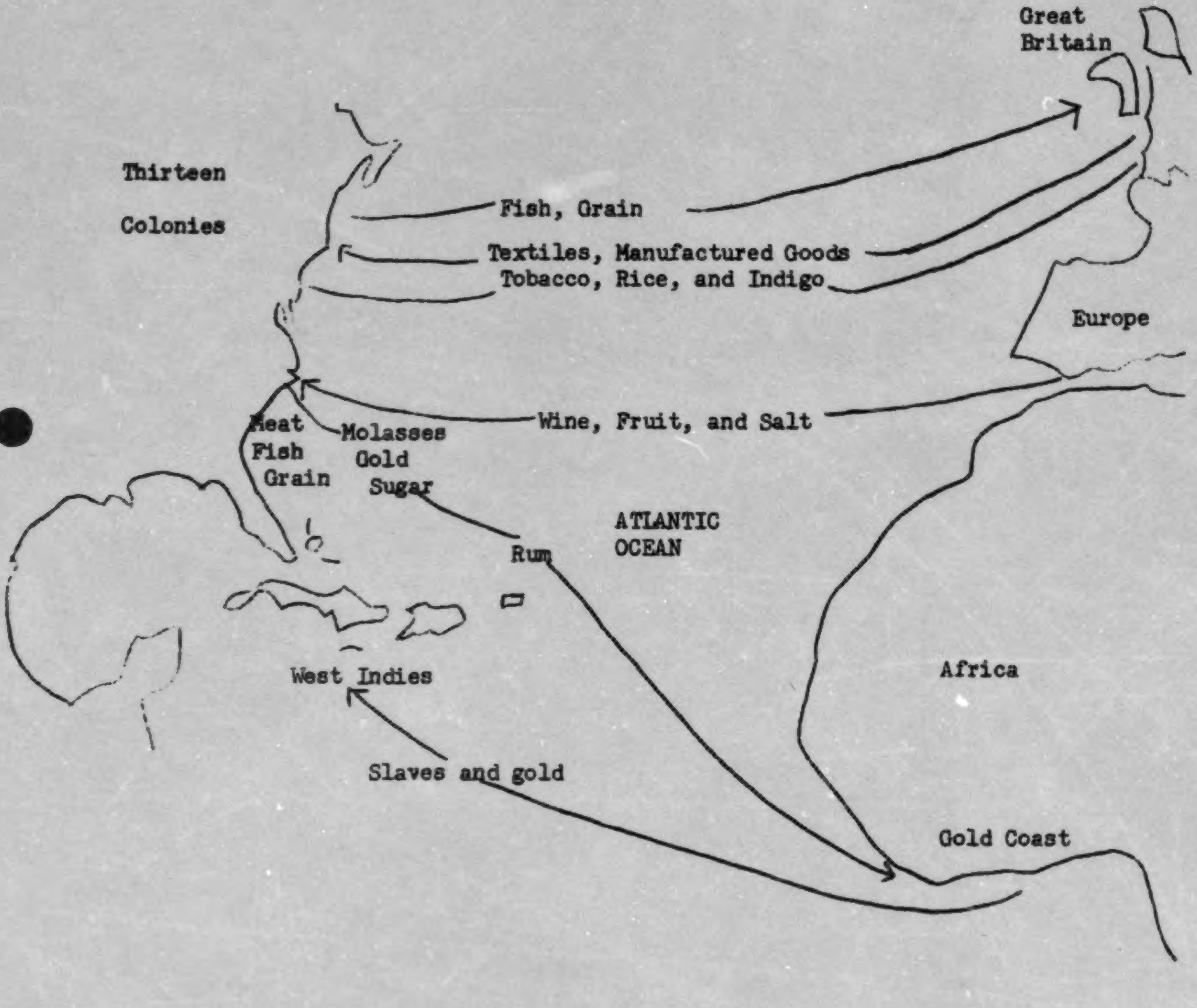
Evaluation Activities:

1. Reports on regions including occupation.

2. Include test items requiring the students to identify occupations likely to be found near particular resources, land forms, etc.

Data Sheet #1

COLONIAL TRADE


Great Britain
Thirteen Colonies
Fish, Grain
Textiles, Manufactured Goods
Tobacco, Rice, and Indigo
Europe
Wine, Fruit, and Salt
Meat
Fish
Grain
Molasses
Gold
Sugar
ATLANTIC OCEAN
Rum
West Indies
Africa
Slaves and gold
Gold Coast

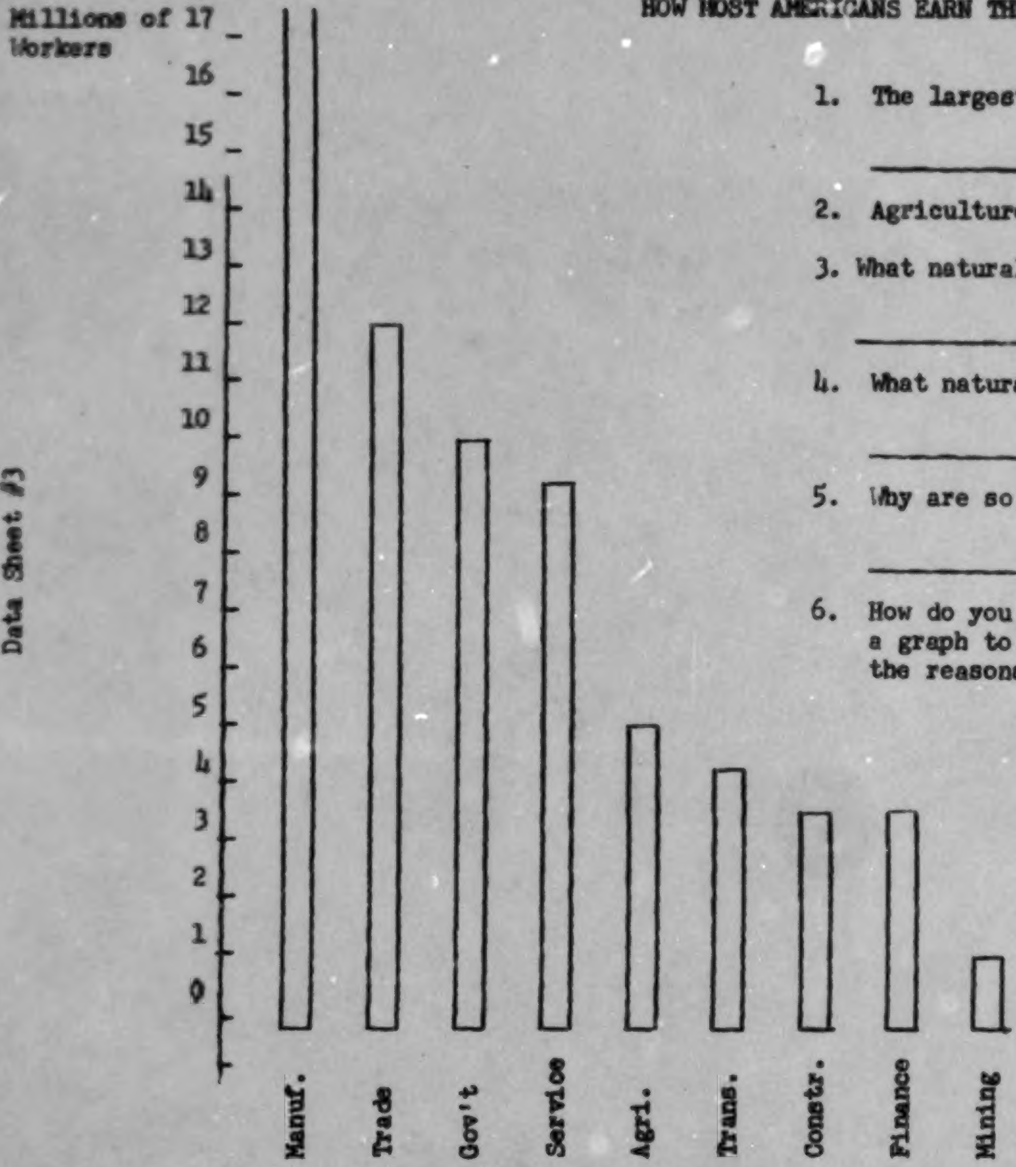
Data Sheet #2

WOULD THESE PEOPLE WANT TO GO WEST? WHY OR WHY NOT?

1. Jeremy Brown, age 40, well-known in his small community. Owns a small place and has lived there for 20 years and raised his family.
2. Mark Thomas, age 14, loves to fish, hunt, and be outdoors. He loves to hear his grandfather tell about moving to their village when it was in the wilderness.
3. Mary Jones, age 26, married, and has 3 small children. She loves to visit and chat with the neighborhood women in their sewing circle. She is proud of their house and farm. She spends her evenings playing familiar tunes on their organ.
4. Bob Black, age 35, is tired of trying to grow things in the rocky soil of his small farm situated on a hillside. He dreams of having a farm someday where things will really grow and he will be better able to take care of his family.
5. Kary Roberts, age 10, has been sick a lot the last five years. She loves school and spends her spare time reading. She has a hard time making friends, but last year Jane White moved to town and now they are the best of friends.
6. Jim Carlson, age 65, brought his family from Europe years ago. He settled in this village where his wife died and was buried. It is the dearest place in the world to him.
7. Sara Smith, age 16, is in love with Charles on the next farm. She hopes he will marry her in a couple of years.
8. Tom Jones, 18, loves adventure and travel but would also like to have a place of his own some day. But it looks like there won't be any room left by the time he gets ready to buy a farm - it's getting so crowded these days!

Data Sheet #3

HOW MOST AMERICANS EARN THEIR LIVING



1. The largest number of people today work in ____________

   ____

2. Agriculture employs about ____________ people.

3. What natural resources are used in agriculture?

   ____

4. What natural resources are used for manufacturing?

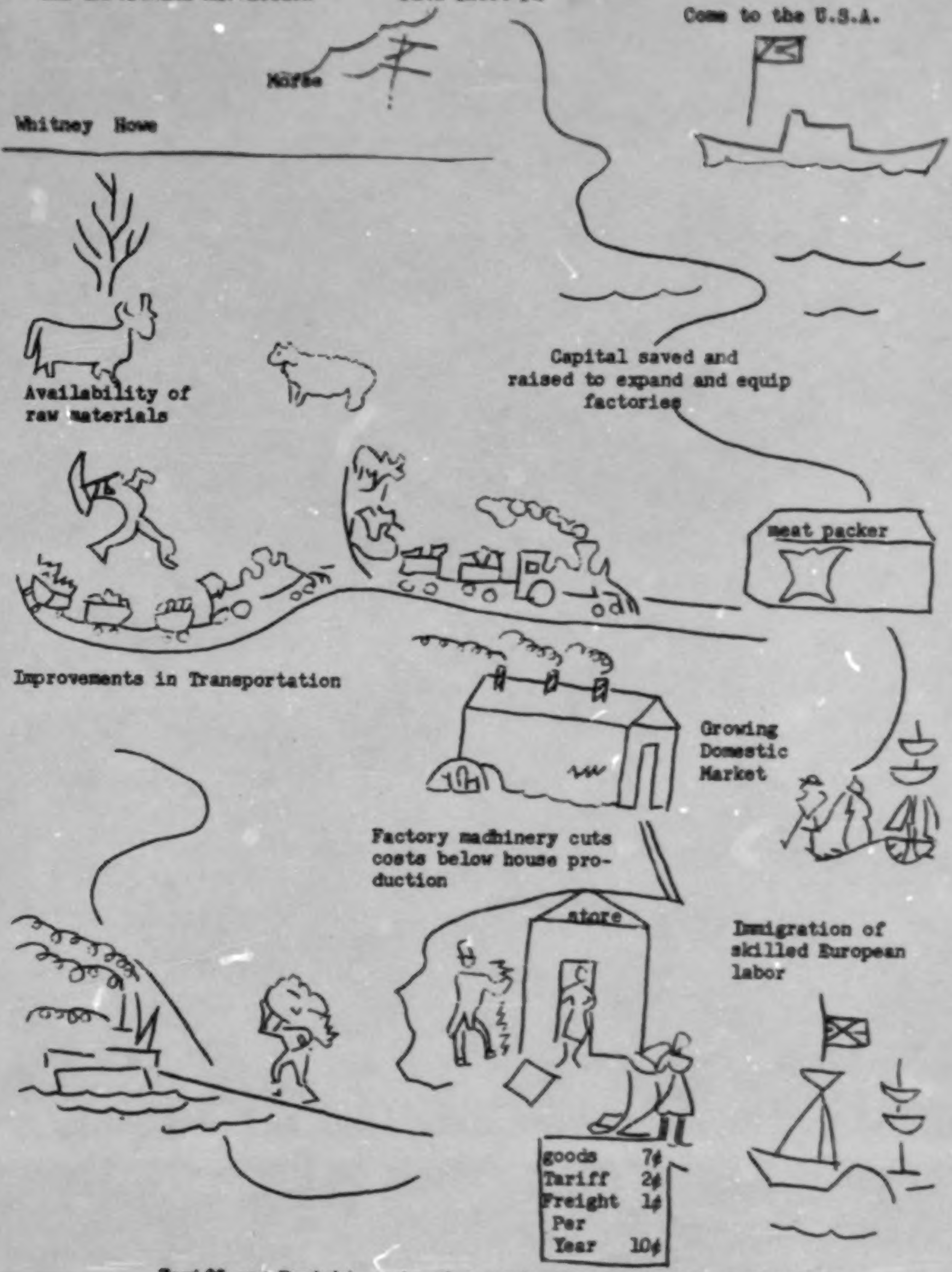
   ____

5. Why are so few people employed in the mining industry?

   ____

6. How do you think this graph might look in 1980? Make a graph to show your ideas. Write a paragraph telling the reasons for the changes that you've shown.

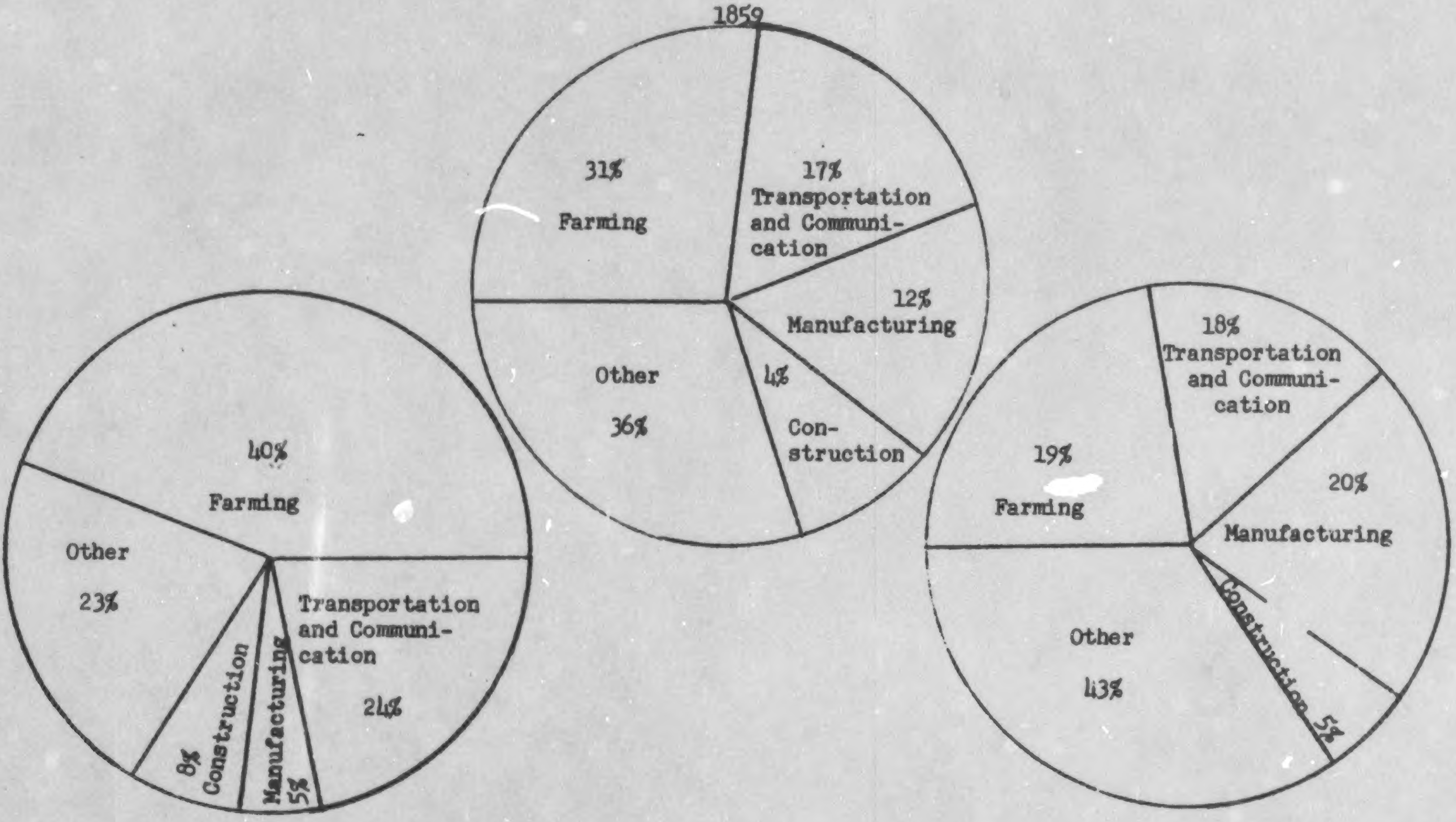
THE INDUSTRIAL REVOLUTION Data Sheet #4


Morse
Come to the U.S.A.
Whitney Howe
Availability of raw materials
Capital saved and raised to expand and equip factories
meat packer
Improvements in Transportation
Growing Domestic Market
Factory machinery cuts costs below house production
store
Immigration of skilled European labor
goods 7¢
Tariff 2¢
Freight 1¢
Per Year 10¢

Tariff and Freight costs give protection against imports

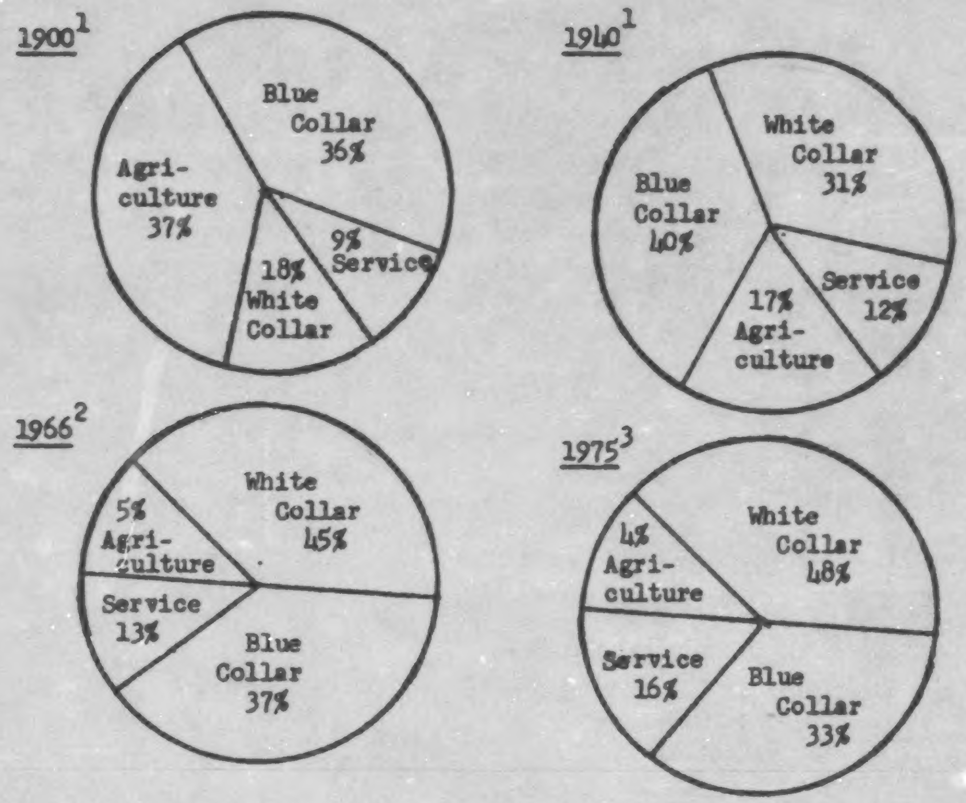
Data Sheet #5

GROWTH OF INDUCTRY IN 19th CENTURY



Date Sheet #6

HOW OCCUPATIONS HAVE CHANGED SINCE 1900



White collar workers: accountants, pilots, doctors, photographers, managers, officials, bankers, stenographers, real estate salesmen, sales clerks

Manual workers: bakers, cabinet makers, locomotive engineers, sailors, painters, industrial production workers, laborers.

Service workers: laundresses, housekeepers, bartenders, policemen, waiters and waitresses

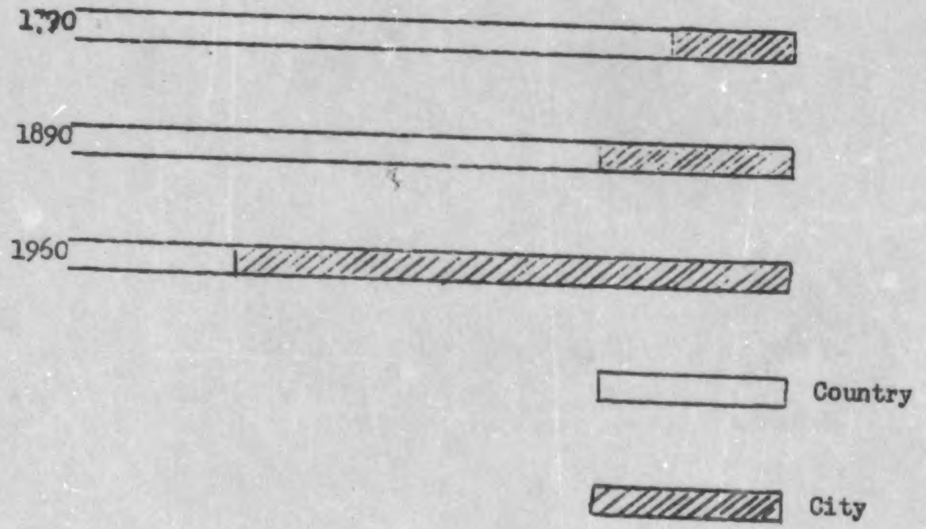
Farm workers: owners, managers, tenants

[1] Historical Statistics of the United States, Colonial Times to 1957, Department of Commerce, U.S. Bureau of the Census, Government Printing Office, Washington, D.C., 1960, p. 74

[2] Statistical Abstract of the United States, 1967, U.S. Dept. of Commerce, Bureau of the Census, Government Printing Office, Washington, D.C., 1967, p. 230

[3] Technology and the American Economy, Government Printing Office, Washington, D.C., 1966. p. 240

MOVEMENT FROM COUNTRY TO CITY



1. What has happened to our city population since 1790?

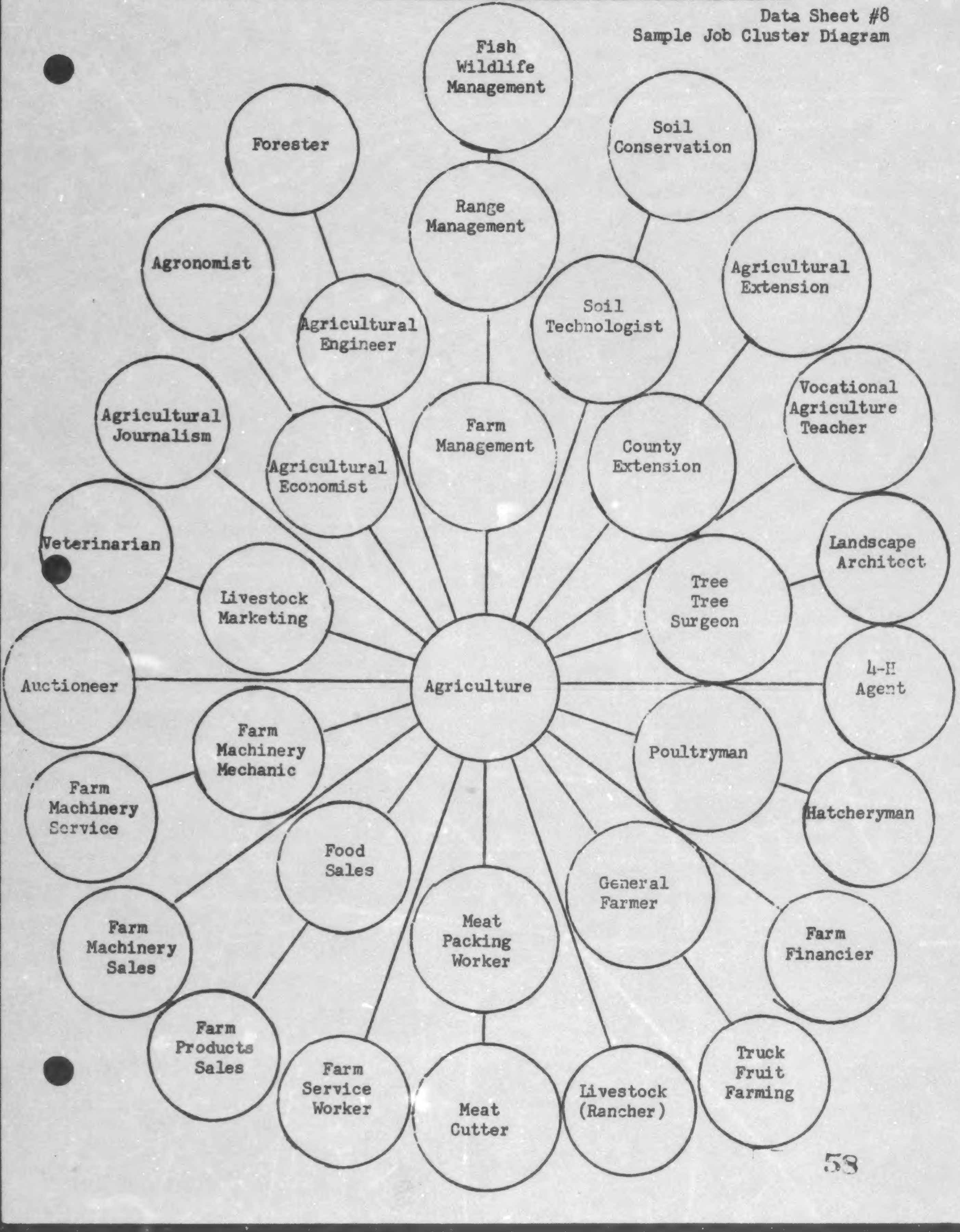
2. How did improved farm machinery. help reduce the number of people needed for farm work? (As farming Methods improve fewer people are needed to grow crops.)

3. What developments helped bring people to the cities?

4. How would this change the use of our natural resources?

Some Occupations Related to Interest and Ability in Agriculture

Data Sheet #8
Sample Job Cluster Diagram


Fish Wildlife Management
Forester
Soil Conservation
Range Management
Agronomist
Agricultural Extension
Agricultural Engineer
Soil Technologist
Vocational Agriculture Teacher
Agricultural Journalism
Agricultural Economist
Farm Management
County Extension
Veterinarian
Landscape Architect
Livestock Marketing
Tree Tree Surgeon
Auctioneer
Agriculture
4-H Agent
Farm Machinery Mechanic
Poultryman
Farm Machinery Service
Hatcheryman
Food Sales
General Farmer
Meat Packing Worker
Farm Machinery Sales
Farm Financier
Farm Products Sales
Farm Service Worker
Meat Cutter
Livestock (Rancher)
Truck Fruit Farming

Grade: 5 Subject: Science

This unit may be used throughout the year for science.

CONCEPT: Skills learned in science are requirements for certain jobs.

Objective: A. The children can name three school learned skills and occupations that use these same skills.

Learning Activities:

1. Read a Just So Story by Rudyard Kipling. Was the writer familiar with the animal? Had he observed it? Recorded observations? Name some different ways workers use their observations - write books, fiction, cartoon, scientific.

2. During A.A.A.S. activities - ask the children if they are doing anything that people in some jobs do?

   Close observation
   Main skills - Recording observations
   Microscope use
   Slide preparation

   Can they think of any jobs that use these skills?

Materials and Resources:

1. Just So Stories
   Kipling, Rudyard

   This may be used at the beginning of the year before the animal unit.

2. May be used with these A.A.A.S lessons:

   1. Controlling Variables 2
   2. Controlling Variables 4
   3. Defining Operationally 2
   4. Interpreting Data 3
   5. Controlling Variables 3

Grade: 5 Subject: Science Unit: Variety in Plants and Animals

A.A.A.S. Guinea pigs in a Maze; Living things are composed of cells; Growth of Mold on Bread

I. CONCEPT: Many jobs are related to plants and animals

Objective: A. For the children to name three jobs associated with animals and describe the skill and identify the training necessary for each job.

Learning Activities:	Materials and Resources:
1. Brainstorm for jobs associated with knowledge, use, and care of animals.	1. Visit or invite a guest from the Leaburg Fish Hatchery. Other possibilities: 1. Humane Society 2. Dog Pound 3. Veterinarian visit 4. Animal Hospital 5. Chicken raising farm
2. Find out if children's parents have jobs associated with animals.	2. Use a phone book to find occupations related to animals.
3. Divide into groups; pick a favorite job; together make a chart of all the jobs necessary for carrying out the chosen job. Share.	
4. Take a field trip to Leaburg Fish Hatchery. Prepare to be able to ask questions about all jobs connected with carrying out the program. Special skills? Special knowledge needed?	
5. Related books to read.	5. Books: What Does a Veterinarian Do? Compton, Grant At The Pet Hospital Hefflefinger, Jane My Hobby is Bird Watching Pettit, Mary Your Career in Medicine Bliech Animal Folksongs Seeger, Ruth Zoo Animals Hoffmeister, Donald Jungle Animals Buck, Frank Wildlife in Danger The Language of Animals Selsam, Millicent Zoo Celebrities Bridges, William
6. Discuss how a job affects family life, avocation, citizenship.	

Evaluation Activities:

1. With closing test, name three jobs associated with animals.
2. Make a job tree related to animals.
3. Pick one job and write a job description form.

I. CONCEPT: cont.

Objective A. cont.

Evaluation Activities:

4. Related films

5. T.V. programs related.

Materials and Resources.

Films:
Life Cycle of a Salmon
FA 466C 4-A 9 minutes

Sheep Rancher
FB 408D 4-9 16 minutes

Food From the Sea
FA 321C 1-6 11 minutes

Filmstrip: Library
Jacques Cousteau

Grade: 5 Subject: Science Unit: 4 Changes in Matter

A.A.A.S. Identifying Materials; Analysis of Mixtures

I. CONCEPT: Skills and knowledge learned in school are necessary for many jobs.

Objective: A. Students must be able to name two skills they are learning and how and where each of these are used in a real job.

B. Students will be able to identify several chemical and physical properties of mater and tell how they are used in certain jobs.

Learning Activities:

1. During any of experiments in book and in the A.A.A.S. ask students to stop and try and figure out what skills they might be doing - processes that are also done in a job:

   Observing and comparing
   Predicting
   Testing their prediction
   Recording information

2. Make a chart of the skills they discover and jobs related.
3. Watch TV that night - any characters using those skills?
4. Guest speaker or field trip:
   1. From Police Crime Lab - demonstrate how they identify evidence found at a crime (fabric, hair, etc.) Find out all people related to his job.
   2. Glass Blower - know properties of liquid/ solid glass.
   3. Someone from community working on an invention.
5. Any children have chemistry sets? Use of school skills in this hobby. Have children perform some experiments for class. Discuss how this relates to what they are doing in school.
6. Related films.
7. Related books

Materials and Resources:

4. Eugene Police
   Inventor
   Chemist
   University of Oregon
   Glass blower

Films:

Air Pollution		
FA 946C	4-A	10 minutes
Chemical Change		
FA 5770	4-7	11 minutes
Simple Changes in Matter		
FA 3315	4-9	11 minutes

Books:

Priestly, Pioneer Chemist
Marcus, Rebecca
Enrico Fermi, Atomic Pioneer
Faber, Doris
The Glassmakers
Fisher, Leonard

Grade: 5 Subject: Science Unit: Electricity and Magnetism

.A.A.S. Connecting Patterns in Electric Circuits; Electric Circuits and Their Parts

I. CONCEPT: Necessity of producing electricity creates many jobs.

II. CONCEPT: Work is made easier by use of electric and magnetic tools.

Objective: A. For the children to be able to demonstrate by naming or acting out that they are aware of at least 6 jobs related to producing electricity.

B. For children to be able to tell how work has been made easier by electric or magnetic tools, at least 8 instances

Learning Activities:

1. Ask children to use TV, paper and magazine, and to bring in a list of as many electric and/or magnetic tools as they notice. Share.

2. The groups choose most common and most unusual tool. Research to find several occupations that they are used in - and how they make the work easier. In sharing with class they could use transparencies or draw oversize examples of tools.

Were any of tools associated with producing electricity? Does anyone they know have jobs in this area? Investigate job clusters from electricity produced by water, steam, and nuclear energy.

4. Act out jobs they would like. Disuuss or act out some they would not like.

5. Take a field trip - possibilities:

   a. Eugene Water and Electric Board. Notice tools related jobs and discuss questions of nuclear power use.
   b. Telephone Company. Notice use of electricity and magnetic power (electromagnets in phones)

6. Guest speakers who use tools.

7. Have table of tools - invent a new use for an old tool - etc. - egg beater.

8. Related books

Materials and Resources:

1. Eugene Water and Electric Board.

2. Telephone Company

Guest Ideas:
1. Use an electron microscope
2. Photo-electric eyes that protect stores, etc.

Books:
The Quest of Michael Faraday
Harvey, Tad
You and Electronics
Clark, Mary Lou

Cont.

Evaluation Activities:

1. Child draws a tool and writes a job description form on one job in which this tool is used.
2. Child can write a paragraph about how a particular electrical tool has changed his way of life.
3. Related films.

Materials and Resources:

Books: (Continued)
Story of Electricity and Magnetism
Seeman, Bernard
Your Career in Engineering
Neal
Boy Electrician
Morgan

Study Prints:
Electro-Magnets and Their Uses
C 7215

Films:

Geysers and Hot Springs
4-10 10 min. MA 710093
(steam to generate electricity)
Intertie
4-A 28min. FB 288C
The Computer
2-6 11 min. FA 375D
Modern Engines and Energy Conversion
5-9 11 min FA 538D
Coumbia River
4-9 11 min FA 6183
Energy in Our Rivers (1948)
11 min FA 0038
Turbine Generator Kit
K 5637
Boyhood of Thomas Edison
Mr. Bell
Benjamin Franklin
Magnetic, Electric and Gravitational Fields
FA 3077

Filmstrip: Library

Objective: For the children to be able to name three jobs associated with plants, describe the skills, and identify the training necessary for each job.

Learning Activities:

1. Find out if anyone's family works at plant related jobs. Draw out additional jobs related to plants.
2. Invite resource person.
3. Field trip - Blue Mountain Conservation tour. Class make a list of a few questions of what they wish to know about jobs. Discuss afterward.
4. Interested groups - make a bulletin board on plant jobs.
5. Related books
6. Discuss how a job affects family life, avocations.

Evaluation Activities:

1. Put items in on test from objectives.
2. Write a job description form on guest speakers.
3. Related films for plants and animals.

Materials and Resources:

1. Blue Mountain Conservation tour.
2. Speakers:
   Forester (Mr. Braizler)
   Nurseryman (see Marilyn)

   Other possibilities:
   1. Nursery
   2. Landscape architect
   3. Gardener
   4. Farmer - Who helps him? Get information from.
   5. Visit a greenhouse - Chase Gardens

5. Books:
   Life in the Forest
   Snedogor, Robert
   What Does a Forest Ranger Do?
   Hyde, Wayne
   About Foresters
   Dobrin
   Timber Farming Our Forests
   Bueher, Walter

Films:
American Farming - Yesterday and Today
K-6 13 min MB 7101 25
Green Plants and Sun Light
4-9 11 min FB 231C
Trees and Their Importance
4-9 11 min FB 233C
Food For Our City: Wheat and Flour
3-6 11 min FA 245C
Forest Ranger
13 min FB 0634
Forest Lookout
10 min FA 6871
Paper and Pulp Making
FA 3337

Objective: The student can name and describe three occupations in forestry.

Learning Activities:

1. Research and write job description on foresters, forestry aides, and logging.
2. Guest speakers from the Lane County Forestry Department, the United States Forest Service, and a logging company such as Georgia Pacific. (Mr. Barzler)
3. Field trip to a lumber mill. (Hills Creek)
4. Mural of a mill operation with different jobs shown.
5. Field trip to Weyerhaueser Paper Pulp Mill.
6. Guest speaker to speak on smoke jumpers and forest fire fighters.

Evaluation Activities:

1. Students pick one job and write a job description form.
2. Student names three jobs associated with forestry.

Materials and Resources:

Films:

Trees and Their Importance
FB 233C
Forest Lookout
FA 6871
Forest Ranger
FB 0634
Conserving Our Forests Today
FA 6825
Magic of Lumber
FB 5216
Paper and Pulp Making
FA 3337
Promise of the Trees
FB 3513
Tomorrow's Trees
FB 3514
Story of West Coast Lumber
FS 7462
Loggers at Work
TR 9687
Fighting Fire in West Coast Woods
SL 5223
Harvesting Trees in West Coast Forests
SL 5224
Our Changing Way of Life: The Lumberman
FB 298C (very good)

Books:

Park Ranger
Forest Ranger
Forest Patrol
What Does a Forest Ranger Do?
Your Future in Forestry
Lookout for the Forest
Tall Timber

Guest speakers:
Dan Graham
Arnold Ewing

Grade: 5 **Subject:** Math **Unit:** Addition and Subtraction of Whole Numbers

CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The student can list five ways that addition and subtraction of whole numbers are used in occupations and at home.

Learning Activities:	Materials and Resources:
1. Simulation: Make a checkbook for each dhild. Have fixed expenses and choice items. Use newspapers for sale items. a. Teacher return balance sheet. Student checks for any errors. b. Discuss the role of the bank and it's employees.	1. Need to make checkbooks (ditto)
2. List the occupations in which change-making is a necessary skill.	
3. Give students a fact sheet on a proposed trip with possible recreation and necessary expenses. In groups, plan a trip, keeping within a specified budget.	3. Sample data sheet for trip.
Discuss ways addition and subtraction are used in occupations and at home.	

Evaluation Activities:

1. Include test items to list five ways that addition and subtraction of whole numbers are used in occupations and at home.

Budget Allowance: $76.00

SAMPLE DATA SHEET FOR TRIP

Pleasant Hill to Portland for the weekend (Friday to Sunday)

*Necessities:

Transportation:

Car:	$5.00 for gas - both ways
Train:	$8.00 one way
Plane:	$18.00 one way

Lodging:

Friday	Sweet Water Motel	$10.00 a night
Saturday	Silver Palace Hotel	$15.00 a night

*Food:	Friday	Saturday	Sunday
Breakfast	$1.00	$1.25	$1.85
Lunch	.79	1.50	.69
Dinner	1.50	4.00	2.19

Recreations:

Portland Zoo	$ .50		
Carnival	.25	Rides	$2.00
		Candy	.35
Show	1.50		
Art Museum	.75		
OMSI	.50		
Ice Skating	.45		

Optional:

Name

Total Cost

Amount Remaining

Cost

Transportation:

Lodging:

Food:

Recreation: (list items)

Optional: (list items)

Total Cost

Grade: 5 Subject: Math Unit: Multiplication and Division of Whole Numbers

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The students can list five ways that multiplication and division of whole numbers are used in occupations and at home.

B. The student can state two specific abilities and attitudes necessary in occupations that deal primarily with math and number concepts.

Learning Activities:	Materials and Resources:
1. Duplicate a grocery ad from the newspaper. Make up a set of problems to go with this. Emphasize multiplication and division processes, or make up a grocery list and find the total cost.	1. Newspaper grocery ad, or Order classroom copies of Eugene Register-Guard.
2. Have students list occupations that they think use multiplication and division of whole numbers. Make displays on construction paper of these occupations. (Keep these and use for discussion when related areas are studied)	2. Construction paper
3. Cashier game: Teacher selects newspaper items advertised 2 or 3 for a given price. These ads are put on transparencies and put on the overhead projector. The class pretends they are a cashier and the customer is buying only one of each item. What should he charge?	Teacher made transparencies
4. Show filmstrip and discuss abilities and attitudes important for a cashier.	Filmstrip: "You Want to be a Cashier"

Evaluation Activities:

1. Include test items to list five ways that multiplication and division of whole numbers are used in occupations and at home.

Grade: 5 Subject: Math Unit: Estimation and Averaging

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child will be able to list three occupations that use estimating and three occupations that use averaging.

Learning Activities:

1. List the occupations of the parents of several class members on the board. Discuss how these jobs utilize estimation. For example:
   truck driver - mileage, distance, time
   millworker - total footage, cost, board length
   logger - board feet in a tree
2. List jobs that use estimation. Divide the class into groups and have each group choose one job and make a job tree.
3. Estimate the cost of a class picnic from a specified list. Check with grocery stores for the exact amount.
4. Divide class into groups. Give each group an Oregon Road map.
   a. Name 2 towns and have them find the distance between them.
   b. Pretend they are going on a trip. Give them a departure point and a destination. Have them determine the miles they will travel on the trip. Then have them find the average distance they must go each day to reach their destination and back home in a specified number of days.

Averaging:

1. Discuss the ways a sports writer uses averages.
2. Have students pretend they are sports writers. Give them a list of game scores and have them determine the average.

Materials and Resources:

4. Oregon Road Maps

2. List of game scores - from newspaper or teacher-made, or 5th grade basketball players, or mothers of varsity players often keep record book.

Grade: 5 Subject: Math Unit: Multiplication and Division (Fractions)

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child can demonstrate two ways that multiplication and division of fractions are used in occupations and at home.

Learning Activities:	Materials and Resources:
1. The teacher can ditto four different recipes of no-bake cookies that make one dozen. The students are divided into four groups and each group gets one of the recipes. They are then to rewrite the recipe so it will make four dozen. Each group can make their cookie recipe for the class.	1. Recipes for no-bake cookies (attached) Utensils and ingredients for making cookies.
2. Redecorate bedroom. Give the class a list of things to be charged: so many gallons of paint, yardage for drapes, yardage for carpet, etc. They plan an order from mail order catalog and calculate how much the redecoration will cost. Variation: set a limit on expenses and let them "shop" to stay within their budget.	2. Old mail order catalogs
3. Bring a pattern (shirt). Have class figure what the cost of making it will be, using material prices in mail order catalog for the yardage required for their size.	
4. Cake decorating. See page 74, activity #4. This could be adapted to illustrate multiplication and division of fractions.	Resource person: Rose Smith

A. Coconut Balls 1 dozen

¼ package vanilla wafers
1/8 package miniature marshmallows
¼ cup walnuts
¼ can sweetened condensed milk
¼ cup coconut.

Crush vanilla wafers. Add marshmallows, nuts, and milk. Mix well.

B. Chocolate Haystacks - (Makes 16. Increase to 48)

2/3 cup granulated sugar
1/9 cup cocoa (regular, dry)
1/6 cup milk
1/6 cup margarine
1/6 cup quick-cooking oats
1/3 cup flaked coconut
1/6 cup chopped walnuts
1/6 teaspoon vanilla

In saucepan, bring first four ingredients to a full boil. Remove from heat; stir in remaining ingredients. Drop quickly from teaspoon on waxed paper. Cool.

C. No Bake Peanut Butter Cookies

1/12 cup brown sugar
½ cup white sugar
1/6 cup light corn syrup
¼ cup peanut butter
1/3 teaspoon vanilla
2/3 cup oven-popped rice cereal

Stir together sugars and syrup in saucepan. Bring to a boil. Remove from heat. Stir in peanut butter; mix well. Add vanilla and cereal. Drop from a teaspoon onto waxed paper. Cool.

D. Orange No-Bake Cookies

1 only 6 ounce package vanilla wafer crumbs
3/8 cup chopped nuts
1/8 cup melted butter
½ can frozen orange juice
½ cup powdered sugar

Mix the first four ingredients. Form into small balls. Roll in powdered sugar. Freeze.

Yield 3 servings

E. Eskimo Cookies

½ cup butter
¼ cup sugar
1/3 teaspoon water
1/6 teaspoon vanilla
1 tablespoon cocoa
2/3 cup of oats
confectioners sugar

Let butter soften. Beat it. Add sugar, mix with butter. Mix in water, vanilla and cocoa. Mix in oats. Put in refrigerator overnight. Shape into balls and roll them in confectioners sugar.

Grade: 5 Subject: Math Unit: Geometry

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child can list three jobs that involve the use of area.

Learning Activities:	Materials and Resources:
1. Discuss the different people that would use area. Have the students explain how they think each person suggested uses area.	
2. Have a painter, carpenter (or related occupation), talk to the class about how he uses area.	2. Painter as guest speaker.
3. Research and report to the class all the ways a farmer or rancher uses area. Or have a rancher or farmer discuss how he uses area.	3. Rancher or farmer as guest speaker.
	Books: 1. Farm Life Howard, Robert W.

Grade: 5 Subject: Math Unit: Decimal Numerals

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The child will be able to list three occupations that involve the use of decimal numerals.

Learning Activities:

1. Discuss batting averages using a newspaper clipping. Have the boys explain them. A softball game could be played with the students computing their batting averages.
2. Find their average time in one track event they are participating in in P.E.
3. Have student check the family car's speedometer Monday after school. Check it again Thursday after school and determine how many miles the car has gone.
4. Figure gasoline cost and mileage.

Materials and Resources:

1. Newspaper clipping of batting averages.

Grade: 5 Subject: Math Unit: Integers and Graph

I. CONCEPT: A knowledge of math skills is valuable in many occupations and at home.

Objective: A. The student can list two occupations that use integers and two occupations that use graphs.

Learning Activities:

Integers

1. Discuss the ways the space industry uses integers (lift-off time, etc.)

Graphs

1. Discuss different occupations that use graphs. Put a list on the board.
2. Have students choose some item they would like to graph (example: from newspaper, daily life, etc.)
3. Bring in graphs they can find in newspapers or magazines.

Materials and Resources:

Grade: 5 Subject: Math Unit: Measurement
(Also taught in A.A.A.S. Science)

I. CONCEPT: Many occupations require a knowledge of measurement.

Objective: A. The student can list and describe three occupations that use measurement.

Learning Activities:	Materials and Resources:
1. Have an architecture student or architect visit the class and talk about scale drawings.	1. Have an architect or architecture student talk to the class.
2. Have the high school drafting teacher talk to the class relating to measurement. He can also bring in the areas of work that are related.	2. High school drafting teacher.
3. Look through the newspaper and bring in any articles dealing with measurements. Discuss the occupations involved.	
4. Contact a local bakery to have someone visit the class and discuss measurement as it relates to cake decorating. A cake could be purchased so the decorating could be done in front of the class.	4. Resource person: Rose Smith

Grade: 5 Subject: Art Unit: Design

I. CONCEPT: There are many jobs and/or hobbies related to the element of design in the practical world.

Objective: A. The child will be able to describe three jobs and/or hobbies which are related to design in the practical world.

Learning Activities:	Materials and Resources:
1. Write to Walt Disney Productions for information about the jobs done by cartoonist at the studio.	1. Write: Walt Disney Productions 500 S. Buena Vista Burbank, California
2. Ask the children to examine a newspaper and list all of the jobs they find which are related to design in art. For example: cartoonist, photographers, lay out, etc.	2. Complete edition of a newspaper for each group of children. Register-Guard furnishes classroom copies. Sue Davis, High School Art teacher has a good display of materials on newspaper layout.
3. Make a notebook of newspaper and magazine articles about jobs which are related to design.	
4. Discuss the differences in clothing worn by students in the class considering design and texture. Have the children make a notebook containing material scraps from home. The notebook should be divided into two parts, design of the fabric, and texture of the fabric.	4. Film: Texture
5. Write to or visit Jantzen Clothing Mills in the Portland area for information about design and texture of fabric.	
6. Write to Pendleton Woolen Mills in Pendleton, Oregon for information about design and texture and the making of fabric.	
7. Visit some establishment in the Eugene area where the children can order a meal and observe the design of the food on the plate.	

8. Observe the structure of the school building. Discuss how design was used to build the building. Invite an architecture student from the University of Oregon to talk to the children about design in his work.	Write: American Institute of Architects 1735 New York Avenue N.W. Washington, D.C. 20006 Film: Notes on a Triangle Shape
9. Ask someone who uses photography as a hobby to talk to the children about the use of design in his pictures.	9. See resource person list. 5th grade Language Arts.
10. Ask someone who is involved in advertising to talk to the students about the role of design in their job. The high school art teacher is a resource person for this.	10. Write: 1. The Advertising Federation of America 655 Madison Ave. New York, N.Y. 10021 2. American Association of Advertising Agencies Pan Am. Building 200 Park Avenue New York, N.Y. 10017
11. Invite someone to give a demonstration of flower arranging.	11. Call Reed and Cross
12. Invite someone from a local nursery to discuss the element of design involved in landscaping. (Coordinates with science unit on plants)	
13. Have the children examine the area around their school district. In a large group draw a map of the area as it is today. Divide the children into groups and ask them to redesign the area, being as creative as possible.	

Grade: 5 Subject: Health Unit: Fire Safety

I. CONCEPT: Some jobs are related to fire safety.

Objective: A. Children can list four jobs related to fire safety.

B. Children can state three differences and three similarities between the job of volunteer fireman and city fireman.

Learning Activities:	Materials and Resources:
1. Children can look in the yellow pages and find the different types of jobs related to fire safety. i.e. Firemen Fire protection consultants Industry - fire doors Industry - fire files Industry - fire fighting equipment Insurance Company Sprinklers for fire protection Fire alarm system	1. Telephone book.
2. Discuss Fire Run section of newspaper. Make a graph of fire runs by causes. Discuss: -occupations which use this type of information (Insurance Company) -why they use it -What are fire safety and building code regulations. (Are the fires caused by breaking the regulations?) -Who makes regulations?	2. Newspaper.
3. Invite someone from a plumbing company or other company that installs fire protection equipment (i.e. - sprinklers) to show some of the equipment and how it is installed. (Companies listed in yellow pages)	3. Plumber
4. Invite a volunteer fireman and a Eugene or Springfield fireman to visit and explain his background, training, and responsibilities.	4. Contact a mill administrator to discuss sprinkler systems.
Evaluation Activities: 1. Include items from objective in test.	Guest - Volunteer Fireman. Eugene or Springfield fireman Pamphlet (see Health Guide) 1. Look Out! It Burns! Books: See bibliography 81

Grade: 5 Subject: Health Unit: How Do You Grow Up?

I. CONCEPT: There are some occupations that deal with the mental and emotional growth of people.

Objective: The child can name and describe three occupations related to mental health.

Learning Activities:

1. Role play everyday problems that come up at school. Discuss the counselor's role when such problems come to him.

2. Invite the counselor to visit the class and tell about his job. Ask him to discuss any of the other occupations that relate to his. Follow up his talk by listing additional occupations he has mentioned. Find out more about them.

3. Make a bulletin board display of occupations relating to mental and emotional growth.

Evaluation Activities:

1. Include test items relating to objective.

Materials and Resources:

1. See picture essay on pp. 248-253 of Health and Growth: 5

2. School counselor

Occupational Outlook Handbook

Free and inexpensive file in library - "Green Box"

Grade: 5 Subject: Health Unit: Smoking

I. CONCEPT: Social customs have an economic impact.

Objective: The child can state that tobacco use provides occupations.

Learning Activities:

1. Show film and discuss economic impact of smoking. (jobs, regions of country dependent on, etc.)
2. Figure the cost of two packs of cigarettes a day for one year. List other ways that amount of money could be spent.

Evaluation Activities:

1. Role playing. Tobacco and Economic Consideration. (See district Health Guide.
2. Include test items on economic implications of smoking.

Materials and Resources:

1. Smoking: Past and Present

Grade: 5 Subject: Health Unit: Drugs

I. CONCEPT: Control of drugs provides many jobs.

Objective: The student can list five different occupations concerned with drug control.

Learning Activities:

1. List the various people and agencies who help control drug use. (Parents, doctors, pharmacists, FDA. police, etc.) Discuss how their functions and responsibilities differ.

Evaluation Activities:

1. Include test items for the objective.

Materials and Resources:

1. Newspaper articles on drug control.

GENERAL OBJECTIVES

Sixth Grade

1. The students can identify what their parent's jobs (occupations) are.

2. Students can demonstrate a knowledge that it takes a variety of jobs to operate a school district.

3. Pupils demonstrate an increasing awareness of the countless variety of jobs in the world around them.

4. Students can define the words occupation and hobby.

5. Students can identify skills, abilities, and attitudes important and/or necessary for a given job.

6. The pupil can identify at least three jobs related to maps.

7. Student can circle two occupations that are related to the knowledge of latitude and longitude.

8. Students can identify one occupation that is characteristic of the following zones:

    (1) Indian Subsistance Zone
    (2) European Commercial Zone
    (3) Tropical Plantation Zone
    (4) Mestize Zone
    (5) Zone of Little Change

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Grade: 6 Subject Language Arts Unit: Investigating and Reporting "Unusual" Occupations

I. CONCEPT: Many different kinds of work are necessary in our society.

Objective: A. The student can describe an occupation, the background for it and it's connection with a larger field or vocation.

Learning Activities:

Introduce the unit by discussing occupational fields. When medicine is mentioned people usually think of a doctor and nurse; animal care, the veterinarian; protective services, police and fireman; etc. Listed below are some other more unusual occupations related to these areas. The opportunities for expanding on these suggestions are endless. The resource material will help give ideas to teacher and student.

Medicine and Health:
- medical technologist
- electrocardiograph technician
- occupational therapist
- inhalation therapist
- practical nurse
- physical therapist
- orthoptic technician
- medical record librarian

Animal Care:
- horseshoer (blacksmith)
- aquarist (aquarium keeper)
- dog pound attendant
- dog groomer

Protective Services:
- bridge operator (or with drawbridge)
- armored car guard
- watchman
- correction officer
- fingerprint classifier

Clerical Occupation:
- legal secretary
- medical secretary
- statistical typist
- proofreader
- mortgage clerk
- teller
- cashier
- library clerk
- public stenographer

Materials and Resources:

Teacher Reference:
Dictionary of Occupational Titles, Vol. II

Student and Teacher Reference
Our Language Today 6
Chapter 9, "Investigating and Reporting"

Lane County Labor Skill Survey, Vol. 2 Occupational Analysis Guide to Career Information
New York Life Insurance Co.

Occupational Outlook Handbook
U.S. Department of Labor

Vocations for Boys
Harry Dexter Kitson and Edgar Stovee

Never Too Young to Earn
Adrian Paradis

Bibliography lists other books available in school library.

Sample Job Research and Description Form (see appendix)

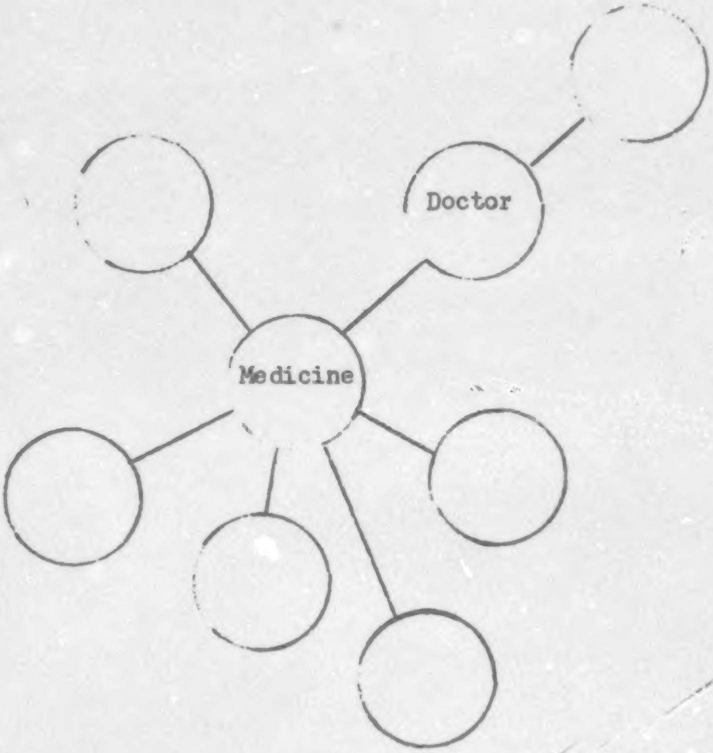
Continued:

Unit: Investigating and Reporting "Unusual" Occupations

Evaluation Activities:

Each child chooses an occupation to investigate and report on, using skills in language arts text.

Job clusters of related jobs may also be built when the reports are made.



An alternate or additional activity may be developed using local material on "unusual" occupations, such as a feature article in the newspaper on a set designer, a National Geographic article on animal studies (chimpanzees, gorillas) done in the native habitat, etc. Pamphlets are available on such occupations as geology and music therapy.

Materials and Resources:

Grade: 6 Subject: Language Arts Unit: Library Skills

I. CONCEPT: Library skills aid a person in finding materials in all libraries.

II. CONCEPT: There are many different kinds of work needed in libraries.

Objective: A. The student can state two uses of library skills.

B. The student can list five library occupations.

Learning Activities:	Materials and Resources:
1. Plan a field trip to a large library with two goals in mind - to show the need for library skills as an aid in locating materials and to expand the student's knowledge of library occupations.	Lane Community College. Mrs. Ing will assist in planning tours to meet class needs.
It is suggested the teacher preview the trip and/or brief the person who will be conducting the tour on these goals: a. The class develops questions to be answered on the field trip. b. Follow-up the trip with discussion of new ideas presented on the trip, answers to pre-planned questions, and build a job cluster of library occupations. This could be done on the overhead projector as a class.	Sample field trip questionaire. (in appendix p. 138

Grade: 6 Subject: Social Studies

LATIN AMERICA TRANSPARENCIES:

Outline Map
Outline Map/Political Divisions
Political Divisions
Political Division Names
Major Rivers
Land Mass Reverse
Land Mass Solid
Population Distribution
Topographic
Capital Cities
South America Outline Map/Political Divisions
Area Comparisons
Major Regions
Climatic and Vegetation Zones
Temperature
Rainfall

Natural Resources
Agricultural Resources
Land Reform (Tenure) Peru
Transportation
Panama Canal
New Canal Sites
Gross National Income
Per Capita Income
Foreign Trade
Exports
Economic Integration
Inflation
U.S. Foreign Aid
Alliance for Progress: Goals
Alliance for Progress: Cost

Population Density
Population Growth
Population Growth -World Comparisons
Population Growth Problems
Urbanization
Race
Language
Literacy
Infant Mortality
Infant Mortality - World Comparisons
Life Expectancy
Persons Per Physician
Persons Per Physician - World Comparisons
Political - December 1969
Communism

The Ancient Americans
The Mayas
Mayan Number System
The Aztecs
The Incas
Slave Trade
The Negro
Colonial Administration
Independence: South America
Independence: Middle America
Latin America - 1830
Wars and Boundary Disputes
The Mexican War
United States - Latin American Relations
U.S. Intervention in Latin America

Man Uses His World
The Earth
Ways of Looking at the World
Mountains, Hills, Plateaus, and Plains
Controls of Climates
Railroads of North and South America
Latitude and Climate - North and South America
Rainfall and Land Forms of Mexico
Mexico: Economic Regions and Population
Natural Vegetation in Middle America
Land Use and Population of Central America
Rainfall and Land Forms of Central America
South America
Indicators of Economic Development
Correlation of Illiteracy with Gross National Product and Life Expectancy

Grade: 6 Subject: Social Studies Unit: Geography

I. CONCEPT: There are many jobs related to making maps.

Objective: A. The pupil can describe the various aspects of map making.

Learning Activities:

1. A.A.A.S. Part Six
   Interpreting Data 13, Contour Maps and Three-Dimensional Coordinate Systems.
2. Invite guest speakers who are involved in map making. (See yellow pages under maps)

Evaluation Activities:

1. Divide class into teams. Have each team determine what jobs would be required in producing a specific type of map. For example: rainfall, altitude, or land use.
2. Individuals write job descriptions of occupations related to map making - aerial photographer.
3. Make a map using skills of a mapmaker.

Materials and Resources:

Films:
Maps are Fun, 2D Ed.
FA 6957
Geodesy and Topographic Maps
TR 607C

Books:
Map Making
Mapping the World
Maps Mean Adventure
All About Maps and Map Making

Resource People:
Ryan Anderson, L.C.C.

II. CONCEPT: Knowledge of latitude and longitude is vital in some occupations.

Objective: A. The pupil can construct a statement on the relation of latitude and longitude to certain occupations.

Evaluation Activities:

1. Play "S.O.S." game. Give latitude and longitude reading - students locate the ship or plane.
2. Plot a route followed by an imaginary plane or ship using latitude and longitude readings.
3. Interested students can write a brief job description of a pilot or navigator's job to distribute to the class.

Materials and Resources:

Films:
Latitude and Longitude FA 5302
Navigation: Tool of Discovery
FB 025D
Books: All About Sailing the Seven Seas
North, South, East, and West
By Star and Compass
On Course! City at Sea
Resource People: Dorman (pilot)
Coast Guard

Unit: Geography

III. CONCEPT: Geographic features of Latin American lands determine to a great extent the occupations of the people.

Objective: A. The child will name the geographic features which may affect occupations of an area. (altitude, latitude, land forms, soils, vegetation, winds, and ocean currents)

B. The pupil can identify the occupations which may be followed by people in different geographic circumstances.

Learning Activities:

1. Bulletin board showing occupations related to particular geographic areas.

Evaluation Activities:

1. Students make a map folder for use through the year. Include maps of landforms, highlands and rivers, principal soils, climates, precipitation, and land use.
2. Question sheet which requires use of maps mentioned in #1.
3. Play quiz game with teams. Give data about geographic features - students answer with occupations possible in that area.

Materials and Resources:

Latin America: Geography, Part 1 and 2 (transparencies)

Latin America: Economy (transparencies)

Land Forms and Human Use
MA 7100 54

World Geography:
Central America
TR 8952

South America
TR 8966

Globegraphic Transparencies
South America
TR 036C

Grade: 6 Subject: Social Studies Unit: History

I. CONCEPT: There are many occupations related to the study of history.

Objective: A. The pupil will name and describe occupations related to the study of history.

Learning Activities:

1. Gather data, write a report and distribute to class on an occupation related to study of history: archeology, cryptology, historian, anthropologist, etc.
2. Guest speakers from the University of Oregon.
3. Specific reports on the gathering of data pertaining to history of the Maya, Aztec, and Inca.

Materials and Resources:

Films:
Archeologists at Work
FB 6773
Clues to Ancient Indian Life
FA 8993
Discovery at Sheep Rock
MB 7101 52
Dr. Leakey and Dawn of Man
MB 7101 59

Books:
Exploring the World of Archeology
Digs and Diggers
Finding Out About the Past
Digging Into Yesterday
Wonderful World of Archeology
First Book of Archeology
Gold Digging
Portals to the Past
Lost Worlds
The First Comers

II. CONCEPT: Ancient Indian tribes of Latin America followed some occupations similar to those of present time.

Objective: A. The pupil will construct a paragraph which will compare occupations of the Mayas, Incas, and Aztecs with occupations of present times.

Evaluation Activities:

1. Prepare murals comparing occupations of Mayas, Incas, and Aztecs with present day occupations.
2. Give students a list of broad job areas, for example: agriculture, services, government, transportation, construction, communication, etc. Have them list jobs followed by the Mayas, Aztecs, and Incas. Put a check by those occupations still carried on today. Discuss this in class.

Materials and Resources:

Films:
Early American Civilization:
Mayan, Aztec, Inca FB 0985

Books:
The Ancient Maya
Americans Before Columbus
Indians of Mexico
First Book of the Incas
The Inca
The Incas Knew (very good)
The Aztec
Aztecs of Mexico

Grade: 6 Subject: Social Studies Unit: History

III. CONCEPT: Occupations evolve through needs of the people.

Objective: A. The pupil will identify certain needs of people and occupations related to these needs.

Learning Activities:

1. Unite the family groups from game #1 into tribal units. What needs does the tribal unit have? How will you meet these needs? Whole class discuss solutions arrived at by each group.

2. Unite tribal units into two nations. Problem: The nation is drawn into a compact area. What needs arise? How will these needs be met? Whole class discuss solutions arrived at by each group.

Evaluation Activities:

1. Divide class into groups. Each group represents a family unit. Present problem - What needs does the family unit have? How will you meet these needs? Whole class discuss solutions arrived at by each group.

Materials and Resources:

IV: CONCEPT: Occupations change with time and events.

Objective: A. The child will describe the difference between occupations during the colonial period in Latin America and present time.

Learning Activities:

1. Each student chooses an occupation of the colonial period in Latin America. Student researches the occupation and reports on changes in the occupation from then to now. Student should point out what has caused the changes.

Evaluation Activities:

1. Bulletin board showing occupations then and now.

Materials and Resources:

Continued: Unit: History

V. CONCEPT: Government and politics may provide a vocation or avocation.

Objective: A. The student can identify men in Latin America who made politics their vocation or avocation.

Learning Activities:

1. Individual research reports on Latin American political figures. Emphasis on how this person became involved in government. Was politics a vocation or avocation.
2. In teams list governmental positions today in United States. Compare and discuss.

Materials and Resources:

Films:
Bolivar: South American Liberator
FA 6793
Latin America: History Part 2 (transparency)

Books:
Great Names to Latin America
Makers of Latin America
Famous Latin American Liberators

VI. CONCEPT: Attitudes toward work affect history.

Objective: A. The student can give an example of how attitudes toward work have affected Latin American History.

Learning Activities:

1. Assign roles by work attitudes (for example: the person who feels work is below his dignity, the willing worker, the unwilling worker, etc.) Set up present day situations and role play for possible outcomes.
2. Small group discussion of attitudes toward work, negative and positive. Draw small groups together in a large group to come up with a composite of the traits which are most valuable in a worker.
3. Make a bulletin board or poster of results of activity #2

Evaluation Activities:

1. Role playing. Students take roles of rich land owners, mestizos, Indians and negro slaves. Set up mock situation and have students act out roles.
2. Have students discuss how U.S. History may have been affected by attitudes negative towards manual work.

Materials and Resources:

Films:
Spain in the New World - Colonial Life in Mexico
FB 0688
Responsibility
FB 0152
Developing Self-Reliance
FA 3382
How to Succeed in School
FA 0192
The Procrastinator
FA 0284

Grade: 6 Subject: Social Studies Unit: Culture and Life-Style

I. CONCEPT: In Latin America, culture has been a detriment in occupational choice.

Objective: A. The pupil will describe the affect of culture on occupation in Latin America.

Learning Activities:

1. Students research for data to enable them to make a chart showing occupations typical of the various culture zones of Latin America.

Evaluatinn Activities:

1. Bulletin board display of cultural zones of Latin America.
2. Students write about a day in the life of a person from each of the culture zones, writing as if they were that person. Share with the class.

Materials and Resources:

II. CONCEPT: Certain occupations are characteristic of the tropical plantation zone of Latin America.

Objective: A. The pupil can name and describe the occupations character istic of the tropical plantation zone.

Learning Activities:

1. Students can write brief job descriptions for the different plantations and compile into booklet form with illustrations.
2. Interested students may research and report on occupations related to the tropical plantation zone. An example might be researchers who develop disease resistant strains of bananas.
3. Write to countries of the Tropical plantation zone for information.

Evaluation Activities:

1. Students divided into groups to prepare murals depicting occupations on a (a) sugar plantation (b) banana plantation (c) cacao plantation (d) rice plantation (e) Henequen plantation.
2. Tasting party of foods of this zone.

Materials and Resources:

Films:
Story of Sugar
FB 0424
Bananas: Product of the
Tropical Lowland
K544A
Rice
FB 9580
Chocolate: Product of the
Tropical Lowlands
K548A

Books:
Salt, Sugar and Spice
And Everything Nice
The Story of Chocolate

III. CONCEPT: Certain occupations are characteristic of the Indian Subsistence zone of Latin America.

Objective: A. The pupil can name and describe the occupations characteristic of the Indian Subsistence zone.

Learning Activities:

Evaluation Activities:

1. Mural depicting typical occupations of the Indian Subsistence zone.
2. Students make picture books which illustrate the typical life of an Indian either in Mexico, the Yucatan, or the Andes. Place these in the library.

Materials and Resources:

Films:
Geography of South America - Countries of the Andes
FA 0767
Mexico Boy - The Story of Pablo
FB 0563
Mexican Village Coppermakers
FA 6963
Rural Life of Mexico
FA 7035
Native People of the Altiplano - The Incas
K554A
Native People of the Land of the Maya
K552A

Books:
The Story of Pablo
Tacho; Boy of Mexico

IV. CONCEPT: Certain occupations are characteristic of the Mestizo zone of Latin America.

Objective: A. The pupil can name and describe the jobs characteristic of the Mestizo zone.

Learning Activities:

1. Write job descriptions of occupations on a coffee finca.
2. Write job description of occupations on a Llanos cattle ranch.
3. Interested students can report on jobs related to coffee growing or cattle ranching. For example: jobs at a stockyard or jobs related to export of coffee.
4. Interested students can research and distribute findings on mining in Latin America.

Evaluation Activities:

1. Bulletin board display of occupations on a coffee finca.
2. Bulletin board display of cattle industry on the Llanos.

Materials and Resources:

Films:
Coffee - Product of the Tropical Upland
K546A
Colombia and Venezuela
FB 0685
Brazil - People of the Highlands
FB 0684

Books:
Land of Coffee
Tea and Coffee

V. CONCEPT: Certain occupations are characteristic of the European Commercial zone of Latin America.

Objective: A. The pupil can name and describe those occupations characteristic of the European Commercial zone.

Learning Activities:

1. Research and reports on (a) city life in Latin America, (b) manufacturing in Latin America, (c) life in Argentina, (d) the life of a gaucho. Write as newspaper articles and compile in a newspaper to distribute to 6th grade.
2. Prepare graphs showing percentages of people engaged in manufacturing and trade in the various areas of Latin America.
3. Bulletin board display contrasting tools and equipment used in agriculture in European Commercial zone and Indian Subsistence zone.
4. Bulletin board map showing population density of Latin America.

Materials and Resources:

Films:
Argentina - People of the Pampa
Mexico City: Pattern for Progress
FB 6964
Los Mexicanos Modernos (Spanish narration)
FB 075E

VI. CONCEPT: Certain occupations are characteristic of the zone of Little Change in Latin America.

Objective: A. The pupil can name and describe those occupations characteristic of the zone of Little Change.

Learning Activities:

1. Research and report on the Yaquis of northwestern Mexico or primitive tribes of the Amazon, Chile, or Tierra del fuego.
2. Make dioramas depicting activities in the zone of Little Change.
3. Make and display models of tools, homes, canoes, etc., used by the primitive peoples of Latin America.

Evaluation Activities:

1. Students write a log as though they were traveling up the Amazon. Record what they would observe the people doing.

Materials and Resources:

Films:
Rain Forest People: Jivaros of the Upper Amazon
K556A
Amazon Family
FB 9039
Amazon - People and Resources of Northern Brazil
FB 0699

Books:
Exploring the Amazon
The Amazon

Grade: 6 Subject: Social Studies Unit: American Interdependence

I. CONCEPT: American Interdependence creates many jobs.

Objective: A. The student will name and describe several jobs brought about through American Interdependence.

Learning Activities:

Materials and Resources:

1. Research and report on American owned companies operating in Latin America.
2. Research and report on occupations in U.S. embassies in Latin America.
3. Research and report on trade regulations between U.S. and Latin American countries.
4. Research and report on the Peace Corps activities in Latin America.
5. Research and report on the Organization of American States.
6. Write to American companies operating in Latin America for information.

Grade: 6 Subject: Social Studies Unit: Mexico

I. CONCEPT: Occupations in Mexico are similar and dissimilar to occupations in the United States.

Objective: A. The pupil can identify several occupations in Mexico which are similar to those in the United States.

B. The pupil can identify and describe several occupations in Mexico which are dissimilar to those in the United States.

Learning Activities:

1. When viewing films on Mexico keep a list of occupations shown which are similar to occupations in the United States and those which are unique to Mexico.
2. Research and report on the raising and uses of corn in Mexico.
3. Specific reports on unique occupations in Mexico.
4. Make pottery and rafia handicrafts in the Mexican style.

Materials and Resources:

Films:
Corn: Food of the American Indian
K542A
Arts and Crafts of Mexico - Part I
FB 0559 and Part II
FB 0560
Mexican Handicrafts Series 1
FS 1868
Mexico - Mexico is Building Series 1
FS 1869
Mexican Ceramics
FB 214C

Books:
Let's Visit Mexico
Getting to Know Mexico
Made in Mexico

Grade: 6 Subject: Science Unit: I. Community of Plants and Animals

A.A.A.S. Lessons: (1) Defining Operationally 5-Using Operational Definitions of Parts of Living Things; (2) Controlling Variables 12-Growth and Orientation of Plants; (3) Controlling Variables 8 or Controlling Variables 11-Nutrition of Small Warm-Blooded Animals.

I. CONCEPT: Certain occupations deal with the community of plants.

Objective: A. The student can write a brief job description of a botanist.

B. The student can explain how a knowledge of plants is important to a horticulturist.

C. The student can explain how a knowledge of plants is important to the forester.

Learning Activities:

1. Brainstorm for jobs related to botanist, agriculturist, and forester. Have groups volunteer to make a bulletin board from the ideas.

2. Guest speaker from University of Oregon Botany Department.

Materials and Resources:

Books:
Park Ranger
Colby, C.B.
About Foresters
Dobrin, Norma
Let's Go Logging
Hermann, George

Films:
Corn Farmer FB 0420

Resource People:
Lyman Tinker
Cantrell Bean Yard

II. CONCEPT: Certain occupations deal with the community of animals.

Objective: A. The student can write a brief job description of the work of a zoologist.

B. The student can explain how a knowledge of animals is important to the agriculturist.

C. The student can explain how a knowledge of animals, insects, and plants is important to the forester.

Learning Activities:

Materials and Resources:

Evaluation Activities:	Materials and Resources:
Simulation: Job Employment	
1. Divide the class into groups. Have them make a poster showing the knowledge of animals needed by a zoologist, agriculturist and forester.	1. Art materials for posters.
2. Write description of zoologist, agriculturist or forester for "Help Wanted" ad in classified section of paper.	Books: Zoo Doctor Bridges, William What Does a Vetorinarian Do? Grant, Compton Pamphlet: "BeeKeeper" available for 20¢ from Guidance Center, University of Toronto, 371 Bloor St. Toronto, Ontario, Canada Films: Patterns of the Wild MB710174 The Sheep Rancher FB408D
3. Field Trip: Visit a beekeeper	Orville Bassett (beekeeper)

III. CONCEPT: The ecologist is concerned with the interelationship and interdependence of the community of plants and animals.

Objective: A. The student will be able to describe the work of the ecologist.

Learning Activities:	Materials and Resources:
1. Look through magazines (National Geographic, Life, 1970-71, etc.) and find information on how the ecologist has helped protect plants and animals from man's carelessness (oil spills, and the birds and ocean animals, polar bears, seals in Alaska and Canada)	Books and magazines Wild Horse Annie National Geographic 1970-71 Life
2. Discussion of how an ecologist works to save endangered species. Choose one animal and find information on what is being done to protect it.	Other magazines Mustang Henry, Marguerite
3. Write to the author of Wild Horse Annie, for information on wild horses.	Films: Grizzly Bear - a case study in Field Research MB 7101 63
4. Watch for any pertinent T.B. programs - 1st Tuesday.	Man Makes a Desert FA 244C The Marsh Community FB 228C Bulletin Board (McEwen) Hydroponics farming

Grade: 6 Subject: Science Unit: II. Sound, Light and Color

I. CONCEPT: Certain occupations deal with the production of sounds.

Objective: A. The student can name and describe five occupations dealing with the production of sounds.

Learning Activities:

1. A band student can demonstrate how their instrument produces sound.
2. Have a field trip to a T.V. of radio station looking for means of transmitting sound.
3. Find information on animals that use sonar.

Evaluation Activities:

1. Make a simple musical instrument.
2. Make a bulletin board of musical instruments grouped by method of sound production.
3. Choose one sound-oriented occupation and list the skills necessary for it.
4. Visit L.C.C. classes in radio and television repair, announcing, technology.

Materials and Resources:

Films:
Learning About Sound
FA 0716
New Sounds in Music
FB 796C
Science of Musical Sounds
FA 6674

Books:
Rythms, Music, and Instruments To Make
Tune Up
All About Radio and Television
T.V. Covers the Action
First Book of Television

Resource Person:
Dave Weinkauff (TV announcer KEZI)

Art materials for bulletin boards

II. CONCEPT: A knowledge of the science of light is valuable to some occupations.

Objective: A. The students can name 3 occupations related to the science of light.

Learning Activities:

1. Visit a T.V. station. List the people who handle the lighting and color - what they do, know, and who helps them.
2. Talk about how light shows are produced. Do some research - then see if they can produce some lighting effects.
3. Laser Beam - It's uses by the military and other vocational areas. Example: eye surgery, bombing, space program, cutting diamonds.

Evaluation Activities:

1. Look through magazines and newspapers (in groups) and find examples of occupations relating to light.
2. List the tools or instruments depending on light. Make a display of people who use the tool or instrument and the related jobs.

Materials and Resources:

Magazines

Newspapers

Photography

Grade: 6 Subject: Science Unit: III, Our World in Motion

I. CONCEPT: Many occupations are related to motion.

Objective: A. The student can identify five occupations related to motion that he did not know previously.

B. The student can describe how the principles of motion, (speed, friction) relate to the occupations they named.

Learning Activities:

Evaluational Activities:

1. Make a collage of occupations involving motion.
2. Divide the class into three groups. They are to be design engineers in the area of cars, boats, or planes. Each group is to design a model to demonstrate the best use of the principles of motion and a model showing the worst use of the principles of motion.
3. Design a car or airplane and fly or run it in competition.

Materials and Resources:

Magazines
Scissors
Glue
Tagboard or construction paper

Building materials for models:
a. boxes
b. macaroni
c. aluminum foil, etc.

Books:
Cleared for Takeoff: Behind the Scenes at an Airport
Coombs, Charles
Motorcycling
Coombs, Charles
Skyhooks, the Story of a Helicopter Coombs, Charles
What Does a Diver Do?
Hyde, Wayne
Frogmen Colby, C.B.

Book that shows how to make different paper airplanes.

Racing: Mr. Gary Hall
Skydiving:
Model Plane flying - hand controlled.

II. CONCEPT: Many avocations are related to motion.

Objective: A. The student can describe how motion is related to his avocation or that of his family.

Evaluation Activities:

1. One student can name his (or any) avocation. The rest of the class can then individually list the ways motion is involved. The lists can then be compared to see who has the most ideas.

Materials and Resources:

Films:
Motion K-9
MB 7101 50

Grade: 6 Subject: Science Unit: IV. Magnets and Magnetism

A.A.A.S: Interpreting Data 8 - Magnetic Fields
Defining Operationally 4 - Determining the Direction of True North.

I. CONCEPT: Magnetic tools are used in many jobs.

Objective: A. The student can name five magnetic tools and describe how they are used.

Learning Activities:

1. Tear down an old phone and have a telephone employee explain how it works. Have him emphasize the role of the electromagnet.
2. Make a job tree with a magnet at the top. This could be done in groups and then one comprehensive job tree could be put on the bulletin board. Illustrations of the various tools used in the different jobs could also be displayed around this.

Evaluation Activities:

1. Discuss magnetic toys available today. Examples the students have could be shown. Then, in groups, let the students invent magnetic toys.
2. Make an electromagnet.
3. Make a compass with a magnet.

Materials and Resources:

1. Old telephone receiver

Chart:
Electro Magnets and Their Uses
C 7215

Films:
Electromagnets - How They Work
FA 0852
Magnetic, Electric, and
Gravitation Fields
FA 3077

Eugene Salvage

Grade: 6 Subject: Science Unit: V. The Earth In Space

I. CONCEPT: The astronomer is concerned with the study of the solar system.

Objective: A. The student can list four skills needed by an astronomer.

B. The student can name four tools or instruments used by the astronomer.

C. The student can list three ways in which the astronomer contributes to our society.

Learning Activities:

1. From films and reading, note skills, tools, and contributions of an astronomer.
2. Study a star finder and discuss at school. At home at night cover a flashlight with red cellophane and see what stars on their maps they can observe in the sky. Then at school, discuss the value of observation to the astronomer.
3. Make a display on tagboard showing the tools and instruments used by astronomers.
4. Contact Dr. Ebbinghausen about Pine Mountain Observatory through University of Oregon Department of Physical Sciences.

Evaluation Activities:

Note: This unit can best be done during Outdoor Education

Materials and Resources:

The World Almanac

Science News

Natural History (these list astronomical or celestial events)

Star Finder - map available from T.N. Hubbard Scientific Co. Northbrook, Illinois

Films:
Telescope Techniques (sound film strip)
FR 7100 51
How We Explore Space
FB 5456
Astronomers at Work
C 7137

II. CONCEPT: All space programs are related to the study of astronomy.

Objective: A. The student can list ten jobs related to the space program.

B. The student can demonstrate that he knows at least three ways in which the space program uses astronomical information.

Learning Activities:

1. List as a class what they know about the space program. From this list choose the jobs.
    a. Pick the job that seems most interesting and the one that seems least interesting (do this individually).
    b. Do research on these two occupations.
    c. Share information with the class using some visual aids.
2. Write N.A.S.A. for information on jobs in space research.

Materials and Resources:

Films:
The Flight of Apollo 11 -"Eagle Has Landed"
FB 534C
Balance of Life and the Space Age.
FB 8992

Books:
Famous Astronomers
Telescopes and Observatories
Astronauts in Training
America's Explorers in Space
The Men Behind the Astronauts

Study Print:
The Astronaut-Training Equipment
Preparations for a Moon Landing

III. CONCEPT: Certain avocations are related to astronomy.

Objectives: A. The student can list two avocations related to astronomy.

Learning Activities:

1. Make posters developed around a constellation.
2. Bring any items students or their parents have purchased (posters, cups, clothes, wall hangings, jewelry, etc.) and discuss how they think they were made.

Evaluation Activities:

1. Discuss any avocations the students or their families have related to the stars. Students can bring anything available to share with the class.

Materials and Resources:

Art supplies:
a. tagboard
b. paint
c. India ink
d. compass
e. protractor

Grade: 6 Subject: Science Unit: VI. Conservation and Outdoor Education

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I. CONCEPT: There are many occupations available in the conservation field.

Objective: A. The student can name and describe three jobs concerned with soil and soil conservation.

Learning Activities:

1. Student reports on the job of the soil scientist, the soil conservationist, the geologist, range managers, and agriculturists.
2. Begin a notebook of jobs relating to conservation. Include job descriptions, pictures, pamphlets, etc.
3. Invite a speaker from the Soil Conservation Service.
4. Write to Oregon State University for information on jobs involved in soil analysis.
5. Research and report on jobs involved in making fertilizers.

Materials and Resources:

Films:
Man Makes a Desert
FA 244C
Conserving Our Soil Today
FA 0942

Books:
The Story of Geology
Soil Savers
Perhaps I'll Be a Farmer
Agriculture
Farms

Objective: B. The student can name and describe three jobs concerned with water and water conservation.

Learning Activities:

1. Student research and job description reports on watershed management, water filtration plants, Eugene Water and Electric Board, dams and flood control projects. Add these to the conservation occupations notebook.
2. Guest speakers from the Army Corps of Engineers and water filtration plant.
3. Report on the job of a dam tender.
4. Field trip to Hayden Bridge Filtration Plant.
5. Research and report on converting salt water to fresh water.

Materials and Resources:

Films:
Visit to the Waterworks
FA 0903
Water Harvesting
FB 8987

Books:
Water for America
Big City Water Supply
Fresh Water From Salty Seas
Who Built the Dam
Let's Go to a Dam
About Dams

Objective: C. The student can name and describe three jobs related to minerals and mineral conservation.

Learning Activities:

1. Student research and job descriptions on occupations in the fields of mineralogy, petroleum and natural gas production and processing, mining, mining engineering, and metallurgist. Put job descriptions in occupations notebook.
2. Bulletin board displays showing occupations relating to minerals.
3. Contact University of Oregon geology department for a guest speaker on area of mineralogy.
4. Develop a chart of minerals useful to man and products made from such minerals.

Evaluation Activities:

1. Dioramas of occupations in mineral field.
2. Develop a display of products made from petroleum.

Materials and Resources:

Films:
The Mineral Challenge
FB006E
Rubber From Oil
FB 747D
Copper Mining
FB 5827
Earth: Resources in It's Crust
FA 5837
Petrified River - Story of Uranium
FB 3045
Coal-Plant Life to Plastic
K 7176
Important Minerals
SP 5115
Lifestream - Role of Oil in Modern World
FB 5203
Petroleum Town
FB 5208
Petroleum in Our Lives
SP 5242
Story of Oil
FS 5229

Books:
Riches From the Earth
Magic of Oil
Deep Treasure

Field Trip:
Bohemia Mines

Grade: 6 Subject: Math Unit: Whole Numbers

I. CONCEPT: A knowledge of whole number operations is important in many occupations.

Objective: A. The student can give an example of the practical application of whole number operations.

Learning Activities:

Evaluation Activities:

1. Simulation Activity - Use mock checkbook and expenses for a month in story problem form.
2. Use newspapers for simulated shopping trip, cost comparison, etc.
3. Show students the actual real estate math course for training real estate salesmen. (An excellent instrument if used as a "typical example" of the working world and whole number operations)
Use transparency of typical examples.

Materials and Resources:

Films:
Origin of Mathematics
FA 6997
Story of Our Number System
FA 0032
Story of Numbers
FS 7461
Changes In Our Numerals
TR 7713

Grade: 6 Subject: Math Unit: Fractional Numbers

I. CONCEPT: A knowledge of fractional numbers is necessary in many occupations.

Objective: A. The student can give an example of the practical application of fractional number operations.

Learning Activities:

1. Survey of newspapers for examples of use of fractions.
2. Use a recipe written in small quantities enlarged to serve the whole class.
3. Make or build some project (birdhouses) to demonstrate use of fractions. (dimensions)

Evaluation Activities:

Materials and Resources:

Films:
Introduction to Fractions
FA 6912
We Discover Fractions
FA 0040

Filmstrip:
Set of Fractions in library

Grade: 6 Subject: Math Unit: Decimal Numbers

I. CONCEPT: A knowledge of decimal numbers is needed in many occupations.

Objective: A. The student can give an example of the practical application of decimal number operations.

Learning Activities:

1. Study stock market quotations from the newspaper.
2. Simulation activity:
   Form a stock club. Invest a hypothetical amount and follow it for a month.
3. Have a guest speaker from a precision machine shop speak on use of decimal conversion chart.
4. Banking.
5. Dick Boettcher - Credit Union

Materials and Resources:

Film:
What are Decimals?
FA 0042

Grade: 6 Subject: Math Unit: Geometry

I. CONCEPT: Geometry is used in various occupations.

Objective: A. The student can give an example of the practical application of geometry.

Learning Activities:

1. Have a brainstorm for everyday uses of geometric shapes.
2. Guest speaker from drafting department at Lane Community College.

Evaluation Activities:

1. Demonstrate some actual problems and how solved by geometry in practical uses in everyday life.

Materials and Resources:

Film:
Geometry: Points, Angles,
Lines...and Figere
FA 7150

Grade: 6 Subject: Math Unit: Ratio and PerCent

I. CONCEPT: The use of ratio and per cent is necessary in some occupations.

Objective: A. The student can give an example of the practical application of ratio and per cent.

Learning Activities:	Materials and Resources:
1. Skim newspapers for use of ratios and per cents.	Newspapers
2. Use story problems where per cent is used on sale items - Sears Sale Catalog, newspapers, etc.	Catalogs
3. Guest speaker from a bank on interest.	Guest speaker

Evaluation Activities:

Grade: 6 Subject: Math Unit: Measurement

I. CONCEPT: Measurement is used in many occupations.

Objective: A. The student can give an example of the practical application of measurement.

Learning Activities:

1. Student research and report on use of Metric System in science, engineering, etc.

Evaluation Activities:

1. Brainstorm for uses of measurement in everyday activities. Record results under measurement heading:

   Linear Liquid Dry Etc.

2. Develop a bulletin board based on measures.

Materials and Resources:

Films:
Measurement
FA 0011
Measurement
C 7353
Measurement
TR 7717
Measurement in the Food Store
FA 6961

Carpenter
Painter
Volume
J.McKee

Grade: 6 Subject: Math Unit: Graphs and Probability

I. CONCEPT: Graphs are a useful tool in many occupations.

Objective: A. The student can give an example of the practical application of graphs and probability.

Learning Activities:

1. Graph stock market activity.
2. Check newspapers and magazines for uses of graphs. Mount and display on bulletin board.
3. Interested student write job description on statistician and/or actuaries.
4. Make bulletin board - "Why Use Graphs In Occupations".

Evaluation Activities:

Materials and Resources:

Grade: 6 Subject: Art Unit: Handicrafts

I. CONCEPT: There are some jobs and hobbies which are related to the area of handicrafts.

Objective: A. The child will be able to identify three jobs and/or hobbies which are related to handicrafts.

Learning Activities:

1. Visit the Saturday Market to observe the handicrafts and hopefully see some of these crafts made.
2. Conduct an interview with the owner of Eugene Toy and Hobby Store. Find out how their job is related to arts and crafts.
3. Contact the Pot Shop in Valley River Center and ask them where they obtain their pottery.
4. Visit the University of Oregon architecture school pottery department to observe the pottery making process.
5. Invite the owner-manager of Tandy Leathercraft Co. to talk to the children about his business and how it began.
6. Contact Ralph's Leather Cleaners and Tailors, 1670 West 11th, Eugene, Oregon, phone 343-2632, for information about leather garment cleaning and refinishing.
7. Contact the owner-manager at Cinch and Saddle, 820 Charnelton, Eugene, Oregon, Phone 344-6727, for a demonstration on saddle making.
8. Write to:
   1. Import Plaza in Portland, Oregon
   2. Cost-Plus in San Francisco, California.

   Find out where they buy their baskets and wicker items, who makes them, cost, etc.
9. Ask one child to visit Meier & Frank's wicker furniture department to find out information about wicker weaving.

Materials and Resources:

Books:

The Art of Ancient Mexico
Glubok, S. 709.2
The Art of Ancient Peru
Glubok, S. 709.1
Exploring the World of Pottery
Lee. Ruth 738.3

Resource person for pottery:
Mrs. Frank Gabler, Pleasant Hill

Candle Making

Cake decorating (hobby and job)

Raising worms.

Unit: Handicrafts

Learning Activities:

10. For information about cloth weaving, contact the following:

    1. Reweaving Shop
       690 Van Buren
       Eugene, Oregon
       Phone: 345-5512
    2. House of Crafts
       642 Park
       Eugene, Oregon
       Phone: 345-2619
    3. Northwest Looms
       210 Willamette N. Coburg
       Eugene, Oregon
       Phone: 345-2836
    4. Serenity Weavers
       111 West 7th
       Eugene, Oregon
       Phone: 345-0643

11. For information about mosaics and macrame, contact the following:

    1. American Handicrafts Co.
       15 Oakway Mall
       Eugene, Oregon
       Phone: 342-1533
    2. Four Seasons
       2690 Willamette
       Eugene, Oregon
       Phone: 343-6812
    3. Strawberry Tree
       2544 River Road
       Eugene, Oregon
       Phone: 688-8121

12. Invite someone from Koke Printing & Lithographing Company, 725 McKinley, Eugene, Oregon, phone: 345-0103, to discuss printing with the children.

13. Have the children look in the yellow pages of the phone book and list 15 jobs which are related to handicrafts.

Materials and Resources:

11. Film:
    Making a Mosaic

12. Write:

    Education Council of the
    Graphic Arts Industry, Inc.
    1411 K. St. N.W.
    Washington, D.C. 20015

    Filmstrip:
    History of Printing

    Book:
    How Books Are Made
    Cooke, David C.

Grade: 6 Subject: Health Unit: I. Health Research

I. CONCEPT: Men have been and still are engaged in research to fight disease.

Objective: A. The student can name and describe an occupation in health research.

Learning Activities:

1. Student research and reports on the job of the biochemist, chemotheraphy, fermentation, chemistry, pathologist, pharmacologist, pharmaceutical chemistry, pharmacognosy.

2. Read and report on famous health researchers: Edward Jenner, Louis Pasteur, Joseph Lister, Paul Ehrlich, Alexander Fleming, Jonas Salk.

3. Guest speakers from University of Oregon, and a local pharmacy.

4. Write a large drug company for information:

   Chas. Pfizer & Company, Inc.
   Educational Services Dept.
   235 E. 42nd Street
   New York, N.Y. 10017

   Upjohn Company
   7171 Portage Road
   Kalamazoo, Michigan 49001

Evaluation Activities:

Materials and Resources:

Booklets Available:

What Is a Pharmacist
Should You Be a Pathologist
Progress in Health
Challenge of Health
Research

(See Guide to Free Curriculum Materials)

Grade: 6 Subject: Health Unit: II. Community Health Agencies

I. CONCEPT: Many people work to protect community health.

Objective: A. The student can list at least three agencies who work to protect community health.

The student can describe work done by each agency he lists.

Learning Activities:	Materials and Resources:
1. Divide class into groups to investigate the various community agencies concerned with protecting health. What type of work is done? What kind of background does an employee need? How does this service protect community health?	
Water treatment Garbage disposal Milk protection	1. Contact Eugene or Springfield Sewage treatment plant. Call a local dairy to arrange for a speaker, an interview, or a field trip.
Air quality	Contact Department of Environmental Quality.
Food handling	Contact a person who runs a restaurant or food store and inquire about regulations on food handling. (Perhaps Mrs. Easton of The Dexter Drive-In)
Insect and rodent control	Contact Lane County Commissioners office to see what is done to control insects in Lane County.
National voluntary agencies such as: American Cancer Society American Heart Association.	See page 90 of health text *Health and Growth: 6* for a more complete list of voluntary organizations.

Evaluation Activities:

Grade: 6 Subject: Health Unit: III. Medical Specialists

I. CONCEPT: There are many areas of specialization in the medical field.

Objective: A. The student can describe the work of three specialists in the medical field.

Learning Activities:

1. Have students check yellow pages of phone book and list specialized areas in medicine.
2. Write to local medical specialists for information on their job.

Evaluation Activities:

1. Make a bulletin board showing human figure and names of specialists who treat specific body parts.

Materials and Resources:

Objective: B. The student can describe the job of medical record librarian.

Learning Activities:

1. Student research and report to class a job description of the medical record librarian.
2. Call or write to Sacred Heart General Hospital for information concerning the medical record librarian.

Materials and Resources:

Objective: C. The student can describe the work of the medical laboratory workers.

Learning Activities:

1. Student research, report job description to class.
2. Call McKenzie Medical Lab for a guest speaker or information about medical laboratory workers.

Materials and Resources:

1. Occupational Outlook Handbook

Objective: D. The student can describe the work of the radiologic technologist.

Learning Activities:	Materials and Resources:
1. Student research, report job description to class.	Booklet: What Is a Medical Technologist?
2. Guest speaker from Sacred Heart General Hospital.	Mrs. Hoffman from Sacred Heart "News Programs"
3. Field trip to Sacred Heart General Hospital - approximately 1 hour -. Call Public Relations Office.	

Grade: 6 Subject: Health Unit: IV Dental Specialists

I. CONCEPT: Man specializes in order to improve the work done.

Objective: A. The child can describe the work of one dental specialist.

Learning Activities:	Materials and Resources:
1. List forms of dental specialization mentioned in health text (research, orthodontics). Check telephone book yellow pages for additional specializations (oral surgery, extractions). (The 4th grade will cover dental occupations such as dental assistants, technicians, etc.)	
2. Use the encyclopedia and/or occupational reference material to find out more about what a dentist does and what training he needs.	Occupational Outlook Handbook
3. Have a child who is having orthodontia treatment ask his orthodontist about the difference in his training and that of a general dentist.	American Dental Association 211 East Chicago Avenue Chicago, Illinois 60611
4. Write to the American Dental Association for information on dental careers.	
5. Write to the National Institute of Dental Research, Bethesda, Maryland, for information on the types of research being done, kinds of occupations their organizations use, and the background necessary for their employees.	
6. If possible, invite a dentist to speak on his work, training, etc.	

Evaluation Activities:

Grade: 6 Subject: Health Unit: V. Nutrition Research

I. CONCEPT: Many people are engaged in nutrition research.

Objective: A. The student can name and describe two occupations in nutrition research.

Learning Activities:

1. Students research and write job descriptions of nutritionist, dietitians, home economists, and food chemists. Distribute these to class.
2. Field trip to L.C.C. food technology department and food service facilities.
3. Research reports on pioneers in nutrition.
4. Interested students may research and write job descriptions of food service occupations: chef, baker, waiter, or waitress.
5. Speaker from Health Foods Store. (Note: recent public concern for nutritional health foods has created new occupations)
6. Speaker from Eugene or Springfield Hot Lunch Program. (nutrition)
7. Remind of Outdoor Education and how meals are planned.

Evaluation Activities:

Materials and Resources:

Occupational Outlook Handbook

Booklets Available:

Research Brings Good Nutrition
A Dietetic Internship
Dietetics as a Profession

Grade: 6 Subject: Health [illegible]

I. CONCEPT: There are many different oc[illegible] potentially harmful materi[illegible]

Objective: A. The student can list [illegible]

Learning Activities:

During the unit on drugs, alcohol, and tobacco, the students determine various people and agencies who share responsibility for control and proper use of drugs. The following activities supplement the work of responsible people.

Interview a pharamcist or visita pharmacy. In addition to finding out how he records drug purchases, prescriptions, etc., find out what background he needed to become a pharmacist.

Write Congressman (John Dellenback) for information on how legislation on control of drugs, alcohol, tobacco is researched and carried out, what legislation is in effect, etc.

Write Bureau of Customs, U.S. Court House, Portland, Oregon, and ask for a description of the kinds of work they do.

Find out about the work of the Food and Drug Administration.

Evaluation Activities:

Fill out job description forms as much as possible on jobs with FDA, AMA, Better Business Bureau, Federal Drug Commission, etc., as covered in the film "Quacks and Nostrums"

Materials and Resources:

Teacher reference:

[illegible]

Student reference:

[illegible]

Write for pamphlet, "FDA Approval of New Drugs," "Facts for Consumers"
(available from U.S. Government Printing Office, Washington D.C. for [illegible])

Film: Quacks and Nostrums
(available from the Oregon State Board of Health Film Library, 1400 S.W. Fifth Ave, Portland, Oregon)

[illegible]

[illegible]

[illegible]

Share results of research. Write job descriptions of areas studied.

Evaluation Activities:

[illegible]

[illegible]

See sample job description in appendix.

Grade: [illegible] Subject: Health Unit: [illegible]

[illegible] [illegible]

Objective: [illegible] [illegible]

Learning Activities:

1. Student research and job description reports on the work of the geneticist, embryologist, and biologist.
2. Reports on recent research projects and findings.
3. Contact University of Oregon for information or guest speaker.
4. Report on Mendel and his work in genetics.

   Biology: A Search For Order in Complexity
   pp. 83 - 102

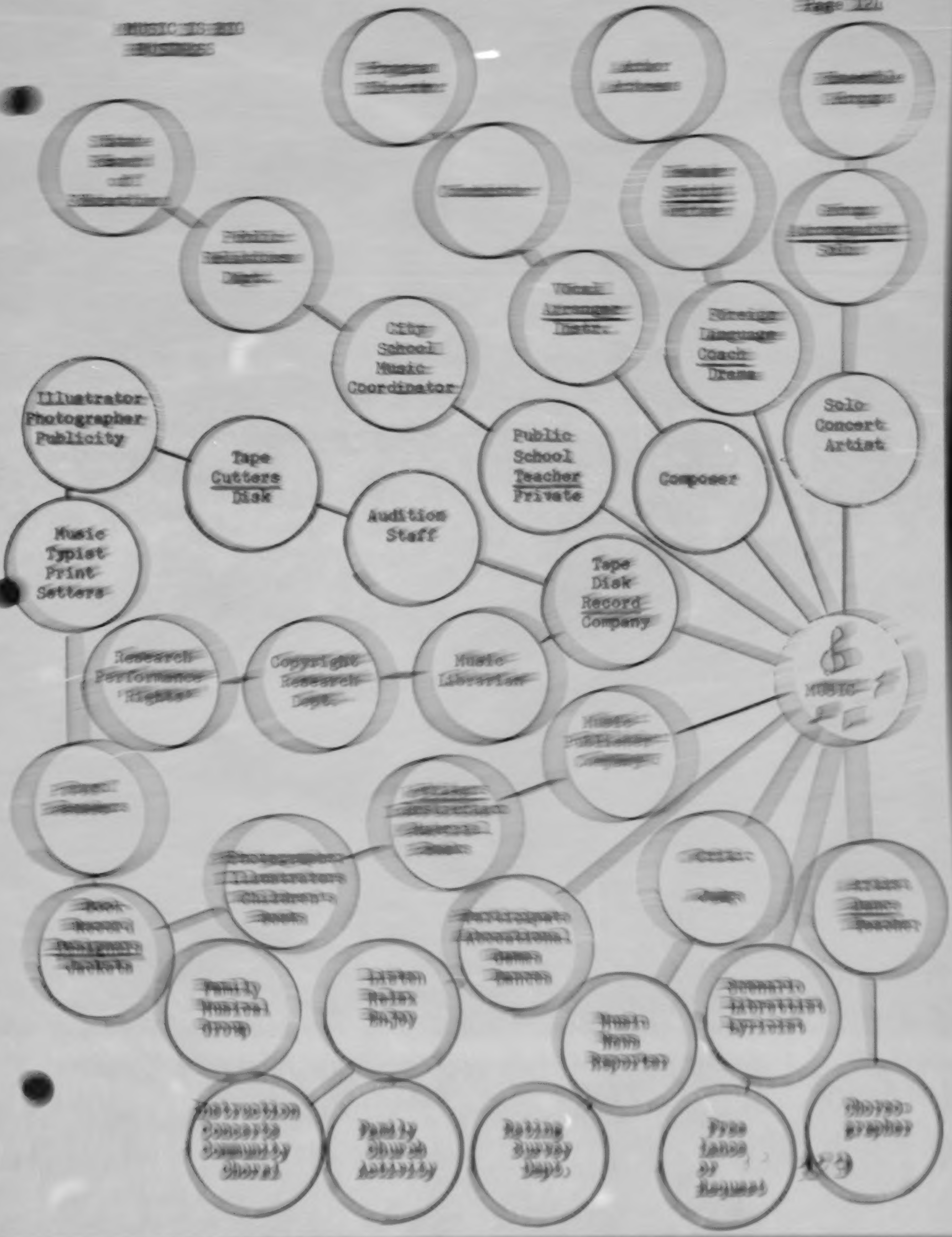
Evaluation Activities:

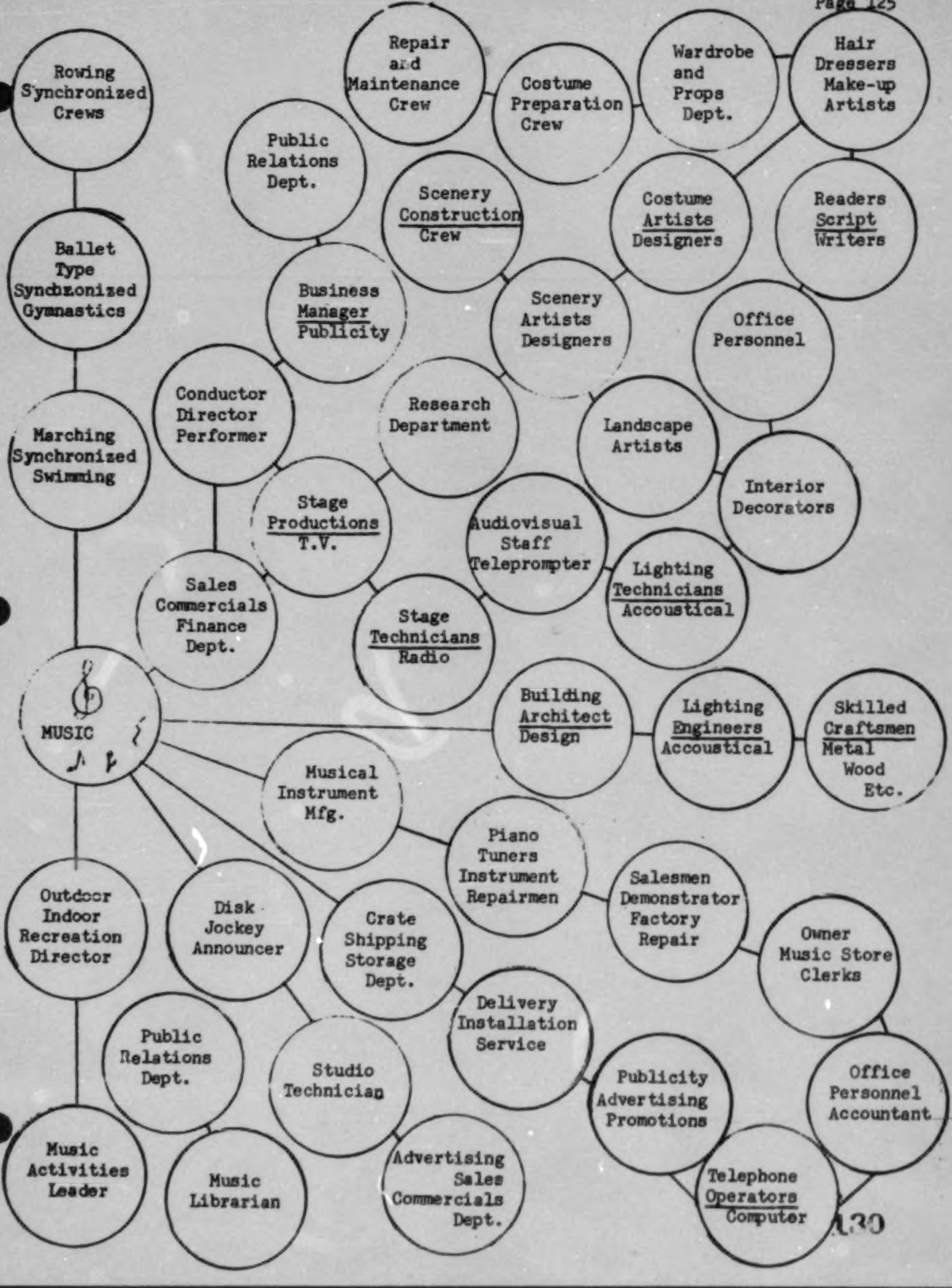
Materials and Resources:

Biology: A Search For Order in Complexity

Creation: Nature's Designs and Designer
"Inside A Simple Cell"

MUSIC IS BIG BUSINESS


Program Director
Public Relations Dept.
Vocal Arranger Instr.
Foreign Language Coach Drama
Singer Accompanist Solo
City School Music Coordinator
Illustrator Photographer Publicity
Tape Cutters Disk
Audition Staff
Public School Teacher Private
Composer
Solo Concert Artist
Music Typist Print Setters
Tape Disk Record Company
Research Performance Rights
Copyright Research Dept.
Music Librarian
MUSIC
Music Publishing Company
Photographer Illustrator Children's Books
Book Record Designers Jackets
Participate Recreational Games Dances
Critic Judge
Dance Teacher
Family Musical Group
Listen Relax Enjoy
Music News Reporter
Scenario Librettist Lyricist
Instruction Concerts Community Choral
Family Church Activity
Rating Survey Dept.
Free lance by Request
Choreographer


Rowing Synchronized Crews
Ballet Type Synchronized Gymnastics
Marching Synchronized Swimming
MUSIC
Outdoor Indoor Recreation Director
Music Activities Leader
Repair and Maintenance Crew
Costume Preparation Crew
Wardrobe and Props Dept.
Hair Dressers Make-up Artists
Public Relations Dept.
Scenery Construction Crew
Costume Artists Designers
Readers Script Writers
Business Manager Publicity
Scenery Artists Designers
Office Personnel
Conductor Director Performer
Research Department
Landscape Artists
Interior Decorators
Stage Productions T.V.
Audiovisual Staff Teleprompter
Lighting Technicians Accoustical
Sales Commercials Finance Dept.
Stage Technicians Radio
Building Architect Design
Lighting Engineers Accoustical
Skilled Craftsmen Metal Wood Etc.
Musical Instrument Mfg.
Piano Tuners Instrument Repairmen
Salesmen Demonstrator Factory Repair
Owner Music Store Clerks
Disk Jockey Announcer
Crate Shipping Storage Dept.
Delivery Installation Service
Public Relations Dept.
Studio Technician
Publicity Advertising Promotions
Office Personnel Accountant
Music Librarian
Advertising Sales Commercials Dept.
Telephone Operators Computer

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: September

Unit: RHYTHMS -RHYTHM BAND - Variation of Basic Unit - adapted for each grade level

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. Student participation in reading, singing, clapping, playing percussion instruments and rhythmic patterns.

Learning Activities:	Materials and Resources:
1. Invite Roger Welch to demonstrate proper technique for playing percussion instruments and care of the instruments.	1. Resource person: Roger Welch, Pleasant Hill Band Instructor. Percussion Instruments
2. Reading - Clapping - Singing - RHYTHMIC PATTERNS	2. Percussinn Instruments Rhythm Pattern Cards and Charts
3. Conducting Rhythms: $\genfrac{}{}{0pt}{}{2}{4}\ \genfrac{}{}{0pt}{}{3}{4}\ \genfrac{}{}{0pt}{}{4}{4}$ Discuss the variety of instruments.	3. Baton Film: Toot, Whistle, Plunk and Boom
4. Discuss: RHYTHM IN THE UNIVERSE	4. Pictures: Seasons, Ocean, Plant Cycle, Day and Night

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. The teacher and students will develop a large chart showing some of the jobs employing the rudiments of musical knowledge and rhythmic stress.	1. Large canvas chart, cardboard disks and pins.
2. Invite personnel from the University of Oregon Athletic Department to discuss the role of rhythm and music in the sports world. Present film.	2. Swimming coach from the University of Oregon. Film: Water Ballet
3. Invite an instrument repairman to discuss maintenance of musical instruments..a piano tuner.	3. Instruments representing each family of instruments. Piano tuning demonstration. Graves Music Store personnel.

Related Jobs: Piano Tuner, Instrument Repairman, Metalsmith, Factory Manufacture Personnel, Salesman, Instrument Inspector, Organ Installers, and Demonstrators.

Grade: 4, 5, and 6 **Subject:** MUSIC - Vocal **Unit:** October

Unit: HALLOWEEN PUPPET THEATRE - Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. Student participation in designing, constructing, decorating stage, making puppets, creating program, music, and dialogue.

Learning Activities:	Materials and Resources:
1. Create shadowbox stage - props	1. Large cardboard carton. Pieces of cardboard, pencils, glue, crayons. Cloth for curtain.
2. Learn dialogue and songs to be used for program material.	2. Research Books: Classroom Overhead Projector Song transparencies Script copies
3. Combine: Songs and Dialogue Puppet script direction	3. Puppet stage and all props.

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. The teacher and students will continue the development of the large Job Chart.	1. Job Chart Cardboard disks and pins
2. Invite Puppeteers from Eugene to present a puppet program - demonstration and discussion.	2. Eugene Puppeteer Society
3. Recommend viewing: T.V. or Theatre of fantasy films such as Disney productions	3. Nutcracker Suite Wizard of Oz Snow White and the Seven Dwarfs Pinocchio

Related Jobs: Draftsmen, Scenery Crew, Costume Designing, Interior Decorators and Designers, Artists, Research Department, Music Building Architects, Accoustical Engineers

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: November

Unit: MELODY - MELODY INSTRUMENTAL BAND
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. Student participation in reading, singing, clapping, playing various melodic instruments.

Learning Activities:	Materials and Resources:
1. Invite Mrs. Hladky and Mr. Welch to demonstrate musical instruments. Children sing-a-long.	1. Pleasant Hill staff Flute - Brass instruments Clarinets- String Bass Classroom Music Books
2. Children play melody instruments Discuss: Melody - Rhythm - Harmony	2. Melody Instruments Overhead Projector Transparencies - Melody
3. Film introducing instruments. Discuss and identify instruments.	3. Film: Meet the Instruments Pictures - Instrument Posters

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. The teacher and students will continue the development of the job chart.	1. Job chart and cardboard disks.
2. Invite a musical instrument salesman-demonstrator to discuss job opportunities.	2. Graves or Wilson's Music Store

Related Jobs: Music Store clerk, Instrument Demonstrator, Librarian, Purchasing Agent, Music Teacher (private or class lessons), Instrument Shipper, Packer, Trucker, Mover, Organ Installations, Inspectors, Demonstrators.

Grade: 4, 5, and 6 **Subject:** MUSIC - Vocal **Unit:** December

Unit: COMBINED RHYTHM - MELODY BAND
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. Student participation in the combined Rhythm-Melody Band.

Learning Activities:	Materials and Resources:
1. View filmstrip	1. Recording and filmstrip: Let's Have a Rhythm Band
2. View filmstrip	2. Recording and filmstrip: Let's Make Music
3. Students playing complete orchestration for rhythm and melody instruments.	3. Overhead Projector Orchestration Transparencies (Christmas Music) - Piano Classroom Books
4. Student Conducting experiences	4. Chalkboard Conducting Diagrams

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. Teacher and student continue to extend job chart.	1. Job Chart and cardboard disks, pins.
2. Discuss: Musical Arrangements and Music Arrangers.	2. Overhead Transparencies and Projector. Jingle Bells with three different arrangements.
3. Research to find music with different arrangements-arrangers.	3. Research Materials: My collection of Octavo Music
4. Listen to recordings of same compositions performed with different arrangements.	4. Nutcracker Suite (3) Rhapsody In Blue (3) Grand Canyon Suite (2) Blue Danube Waltz (5)

Related Jobs: Conductors, Instrumental and Vocal, Music Arrangers, Recording Artist, Technician, Tape and Disk Cutters, Professional Accompanists, Audition Staff

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: January

Unit: OUR FRIENDS, THE MUSIC COMPOSERS
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. Each child will become acquainted with 4-6 composers.
Bach, Brahms, Beethoven, Mozart, Grofe, Sousa

Learning Activities:	Materials and Resources:
1. Listen to music by these composers. Look at pictures of the composers.	1. Recordings: Grand Canyon Suite - Grofe Lullaby - Brahms Minuet - Mozart Minuet - Bach Moonlight Sonata - Beethoven Stars and Stripes - Sousa Pictures of composers
2. Pin a pennant flag on the large music map indicating the country each composer represents.	2. Large music map of the world. Pennants and pins

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. Add more occupations to the job chart.	1. Job chart and cardboard disks. Pins.
2. Discuss: Jobs held by the above composers. Why did so many suffer poverty?	2. Research: Classroom texts Our World of Music Series Encyclopedia of Music and Musicians
3. In back of student workbooks list composers and the jobs they held as this is revealed during research discussion.	3. Chalkboard - chalk List composers and occupations (for students to copy because of spelling)

Related Jobs: Composers, spontateous or assigned, Arrangers, Teachers, Solo Performing Artist, Accompanist, Music Coordinator, Director.

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: February

Unit: MUSIC AND SCIENCE Science of Sound and it's Production
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. For students to become aware of the intricate elements involved in the making of musical instruments.

Learning Activities:	Materials and Resources:
1. Students tune and play identical bottles filled with varying amounts of water - to match a scale on a melody instrument.	1. Eight matching bottles, water, funnel, straw, eyedropper, small metal striker, tuning fork.
2. Cigar box violin - guitar - Play Tin can telephone Tuning fork Discuss: Vibration - differences Resonance	2. Cigar box, various sizes of rubber bands - tin cans (2) Flat board with 2" diameter hole cut in center - string. Piano strings exposed?
3. Marimba tubes and brass instrument, valves, trombones, siren whistle Discuss: Timbre	3. Metal tubes and plunger Various lengths of pipes
4. Various sizes of wood blocks	4. Wood blocks, temple blocks, mallets
5. Drum and tambourine heads	5. Tunable tympani and tambourine.

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. Make telephone earphones	1. Tin cans (2) - string
2. Invite personnel from Science Department to demonstrate and discuss: Sound in a vacuum Sound in outer space Sound in fog - water Sound in smog	2. Pleasant Hill Science Dept.
3. Invite music factory representative to discuss the manufacturing of musical instruments.	3. Graves Music Store
4. Add to job chart.	4. Job chart and cardboard disks, Pins

Related Jobs: Technical Designer of Instruments, Wood Specialists, Factory Mechanics, Instrument Platers, Welders, Polishers, Engravers, Pipe Cutters, Tuners, Assemblers, Case Production, Crating and Shipment, Inspectors.

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: March

Unit: UKULELE ACCOMPANIMENTS AND FOLK DANCING
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is a big business.

Objective: A. For each student to have an experience playing ukuleles.
For each student to participate in folk dancing.

Learning Activities:	Materials and Resources:
1. Learning to tune, strum, and play basic chords on ukuleles as accompaniment to their singing. (keys of C, G, and F)	1. Ukuleles Overhead projector Ukulele transparency music classroom text books
2. Combine ukulele accompaniment with bell chords, xylophones, marimbas, chord lyras.	2. Ukuleles - Bell blocks Xylophones - Marimbas Chord lyras - Ringing Bells
3. Square dance to recordings.	3. Records: Herb Alpert's Squares
4. Sing folk dance songs and dance while singing.	4. Overhead projector Dance and sing transparencies Classroom text books.

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. Invite a square dance caller and dance club to perform at school assembly.	1. Willamalane Square Dance Club. Mr. and Mrs. Cyphert Pleasant Hill 58'rs Club
2. If possible, caller call three square dances, one for each grade level to dance.	2. Record player Loud speaker system
3. Present square dance program at school if time permits.	3. Record player Loud speaker system
4. Add to job chart	4. Job Chart and cardboard disks. Pins.
5. View film: Ballet	5. Resource: I.E.D. Nutcracker Suite

Related Jobs: Choreographer, Square Dance Caller, Teacher of Dance, Costume Designers for Professional Dancing Groups, Recording Groups making Square Dance Albums, Managers Live Dance Music for Dance Programs, Advertising Agent.

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: April

Unit: MUSIC AND CHORAL READINGS ABOUT CONSERVATION, ECOLOGY AND SAFETY
Variation of Basic Unit - adapted for each grade level

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. To make students aware about the environment and it's condition - dangers: for safety of health - ecology

Learning Activities:	Materials and Resources:
1. Sing and learn the songs in Conservation booklet and two Octavo Songs.	1. Sing With Smokey - Cantata Smokey The Bear Smoky The Bear Was a Wise Bear Song of the Grass (folder)
2. Conservation play script.	2. Conservation play script - typed.
3. Sing and learn Ecology songs	3. Don't Be a Litterbug
4. Sing and learn Safety songs.	4. Safety on the Highway Stop, Look, and Listen Safety First - Fire Extinguisher
5. Safety play-skit.	5. Safety play-skit - typed

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	Materials and Resources:
1. Add to job chart.	1. Job Chart and cardboard disks. Pins.
2. Invite a music composer to discuss his profession and his types of compositions.	2. University of Oregon Music Department - Monty Tubbs

Related Jobs: Music Publishers, Audition Staff, Music Typists, Music Sales Promotion Department, Proof Readers, Artist Jacket Designers for Recordings or Sheet Music, Copyright Research Department, Printers, Photographers for Jacket Covers, Department Managers, Publicity Department, Promotion Strategists.

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: May

Unit: MUSICAL PERFORMANCES - OPERETTA
All grade levels participate in some capacity

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. To demonstrate through participation the disciplined art, poise, and individual responsibility required to perform a production of this type.

Learning Activities:	**Materials and Resources:**
1. Design staging area - miniature List props needed - sound effects Discuss costumes - staging terms Learn dialogue - script Learn songs - actions	1. Large cardboard carton, scissors, pencils, paper, cardboard, wood, cloth, crayons string, glue, newspapers, and sacks.
2. Discuss composers of operettas, musical comedies, cantatas, and opera.	2. Research: Classroom books Our World of Music Series
3. Discuss while viewing prints of paintings by Master Artists looking for rhythm in art, use of colors, balance in design, focal points, and at background treatment.	3. National Gallery of Art color prints.

Objective: B. The student will be able to list and describe five jobs related to the music industry.

Learning Activities:	**Materials and Resources:**
1. Add to job chart.	1. Job Chart and cardboard disks. Pins.
2. Invite Lane Community College Drama Department to discuss stage terminology, staging, space portability, types of lighting, make-up art, format for movement, costumes, on stage directions, props, diction, breathing, resonance, accoustics, echo, volume, thinking on your feet, poise, holding character part, and losing 'self' identity.	2. Resource: Lane Community College Drama Department and the University of Oregon Drama Department

Related Jobs: Stage make-up artist, Prompters, Drama and Voice Coaches, Stage Managers, Audio-Visual Technicians, Sound Effects Crew, Music Coordinators, Props Crew, Skilled Craftsmen, Interior Designers, Costume Designers, Research Department, Music Critics, Judges, and Reporters.

Grade: 4, 5, and 6 Subject: MUSIC - Vocal Unit: [illegible]

Unit: MUSIC - FUN AND RECREATION
Variation of Basic Unit - adapted for each grade level.

I. CONCEPT: There are many jobs related to the music industry. Music is big business.

Objective: A. To induce a knowledgeable approach to the many functions and influences of music - from the cradle to the grave.

Learning Activities:	Materials and Resources:
1. Sing fun songs: rounds, chants, campfire music, current hits.	1. Resources: Teacher and students
2. Parachute and bounce ball rhythms.	2. Parachute - Balls Record player and recordings of parachute special music Bouncing Ball dances
3. Rhythm games - challenges	3. Rhythm instruments
4. Dances - Square and Folk. Grand March	4. Record player - assorted records Loud speaker system and piano

Objective: B. The students will have a functional knowledge of the many facets of the vast music industry and employment possibilities within it's realm.

Learning Activities:	Materials and Resources:
1. Complete Job Chart	1. Job Chart and cardboard disks. Pins.
2. Films to view: Ballet Creative Dancing Creative Arts Harmony and Color in Nature	2. Resources: I.E.D. Nutcracker Suite Ballet Dying Swan Ballet Firebird Ballet
3. Discuss: Creative dance, creative music, creative design and color. Discuss: Nature the perfect example of color, harmony, contrast, background, focal points, design, balance, and shape.	3. Resources: I.E.D. Creative Dance Creating Music - Mozart Creative Art and Design Nature: The Perfect Artist

Related Jobs: Children's Music Composers, Illustrators, Publishers, Lyricist, Librettist, Writers, Publishers of Music Literature Books, Illustrators and Photographers (books about music and musicians), Artists for Covers and Jackets.

[illegible]

Directions for administering the pre and post test

This test is to be given as a class activity. It may be read orally by the teacher for the benefit of non-readers, but NO terms are to be defined and NO extra explanation given.

The attitudinal test is to be the last page for all grade level tests. It is to be score tallied separately.

Directions for grading

#1 - 6 It is suggested each teacher grade the first six questions of this test to eliminate value judgements by an outside person and to insure accuracy of individual responses.

#1 is worth one point

#2 & 3 An adequate response indicates the child understands the nature of the parents work. Each is worth one point.

#5 Circle 0 or 1 - no points

two or more circles - 1 point

#3 may be answered for the mother if there is no father in the home.

#4 No response, or "I don't know" - no point.

Any response showing she works at home or outside the home is worth one point.

#6 Less than five correct answers - 0 points

Five correct answers - 1 point

More than five correct answers - 2 points

(Possible correct answers outside the usual building personnel include groundskeeper, school supply houses and manufacturers, dairy, school board, film distributors, etc.)

Grade level test keys are given on the following page.

[illegible]

Fourth Grade

7. many
8. a, c, e, f
9. many
10. A. 1
    B. 2
11. a, b, c, d
12. many
13. a, b, c, d, e
14. many
15. a, b, c, d, e
16. many
17. c
18. a

Total possible points 34

Fifth Grade

7. c
8. a
9. many
10. many
11. a, c, d, f, g, h
12. a, c, d, f, g
13. a, c
14. a, c, d
15. c, d, e
16. b, c, d

Total possible points #1 - 16 33

Sixth Grade

1-6 same as 4th and 5th
7. c
8. a
9. a, d, f
10. a, d
11. J
    D
    G
    B
    A
12. Auto mechanic 1, 3, 4

    Cashier 3, 4, 5

    Lawyer 2, 3, 4

Total possible points # 1 - 12 27

Pre-Test and Post-Test Page [illegible]

[illegible]

Name:____________________

Date:____________________

1. Where does your dad go when he goes to work?____________________
2. What does he do when he gets to work?____________________
3. Where does your mother go when she goes to work?____________________
4. What does she do when she gets there?____________________
5. Which of the following skills does he (she) use? (Circle your choices)
    - a. reading
    - b. writing
    - c. spelling
    - d. arithmetic
    - e. map skills
    - f. observation
    - g. inferring
6. Name as many jobs as you can that are connected with the school.

7. There are (many, some, few) jobs done by people to make money to buy important things for a family.
8. Circle the jobs that you think use natural resources.
    - a. logger
    - b. dog groomer
    - c. farmer
    - d. teacher
    - e. fisherman
    - f. carpenter
    - g. plumber
9. There are (many, some, few) jobs done by people who work with the ecology of plants and animals.
10. Circle the food production job below:

    A. 1. farmer
       2. a person who works in a cannery

    Circle the food processing job below:

    B. 1. farmer
       2. a person who works in a cannery

11. Circle the jobs that are names for people who study plants and animals.

    a. biologist
    b. conservationist
    c. ecologist
    d. botanist

12. There are (many, some, few) jobs done by people who study the earth.

13. Circle the following if you think they are used at work and/or at home.

    a. addition
    b. subtraction
    c. multiplication
    d. division
    e. measurement

14. There are (many, some, few) jobs that people do who work with pollution.

15. Circle the jobs people would do if they take care of your teeth.

    a. dentist
    b. dental assistant
    c. dental hygienist
    d. receptionist
    e. X-ray technician

16. There are (many, some, few) jobs people do to prevent diseases.

17. What is a job? (circle the right answer)

    a. What someone does for fun.
    b. What someone does to be polite.
    c. What someone does for a living.

18. What is a hobby? (circle the right answer)

    a. What someone does for fun.
    b. What someone does to be polite.
    c. What someone does for a living.

Pre Test and Post Test

Fifth Grade

Name: ______________________

Date: ______________________

1. Where does your dad go when he goes to work? ______________________
2. What does he do when he gets to work? ______________________
3. Where does your mother go when she goes to work? ______________________
4. What does she do when she gets there? ______________________
5. Which of the following skills does he (she) use? (Circle your choices)

   a. reading
   b. writing
   c. spelling
   d. arithmetic
   e. map skills
   f. observation
   g. inferring

6. Name as many jobs as you can that are connected with the school.

Circle your answer, or answers, for each of the following questions.

7. What is an occupation?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living.

8. What is a hobby?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living

9. In the automobile industry, there are (many, some, few) jobs.
10. There are (many, some, few) jobs connected with plants and animals.
11. Which of the following jobs are connected with producing a newspaper?

a. newspaper delivery boy	e. farmer
b. lawyer	f. editor
c. pressman	g. linotype operator
d. artist	h. truck driver

12. Which of the following jobs are connected with the forest industry?

a. tree faller	e. janitor
b. optometrist	f. map maker
c. road construction engineer	g. head rig operator
d. smoke jumper	h. gardener

13. Suppose a man works swing shift at a mill. What would be some of the effects on his family life?

    a. Father can attend school programs in the evening.
    b. The family can enjoy water-skiing.
    c. The family eats dinner together every evening.

Circle the interests or abilities needed for each of the following occupations.

14. Auto mechanic:

    a. be able to read
    b. is concerned with cleanliness
    c. likes to work with hands
    d. can understand diagrams
    e. enjoys meeting people

15. Cashier:

    a. loves the outdoors
    b. is a good athlete
    c. knows arithmetic
    d. is able to remember details
    e. enjoys meeting people

16. Lawyer:

    a. likes to work with hands
    b. must be a good speaker
    c. likes to work with people
    d. likes to read
    e. enjoys outdoor work

Pre Test and Post Test

Sixth Grade

Name:______________________________

Date:______________________________

1. Where does your dad go when he goes to work?______________________________

2. What does he do when he gets to work?____________________________________

3. Where does your mother go when she goes to work?___________________________

4. What does she do when she gets there?____________________________________

5. Which of the following skills does he (she) use? (Circle your choices)

   a. reading
   b. writing
   c. spelling
   d. arithmetic
   e. map skills
   f. observation
   g. inferring

6. Name as many jobs as you can that are connected with the school:

Circle your answer, or answers, for each of the following questions.

7. What is an occupation?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living

8. What is a hobby?

   a. What someone does for fun
   b. What someone does to be polite
   c. What someone does for a living

9. Circle the following jobs that would be related to making maps.

a.	aerial photographer	e.	truck driver
b.	farmer	f.	surveyor
c.	weatherman	g.	lifeguard
d.	ship's captain	h.	cook

10. Circle two occupations in which the knowledge of latitude and longitude is used.

    a. navigator
    b. airplane passenger
    c. train engineer
    d. map maker
    e. ship's cook

11. Match one occupation with each of the following zones that is characteristic of that particular zone.

    _____Tropical Plantation Zone

    _____Indian Subsistence Zone

    _____Mestizo Zone

    _____European Commercial Zone

    _____Zone of Little Change

    a. hunter
    b. factory worker
    c. office worker
    d. farmer for his own needs
    e. health nurse
    f. bulldozer driver
    g. cattle ranching
    h. merchant
    i. telephone operator
    j. plantation worker

12. Circle the interests or abilities needed for each of the following occupations.

    a. Auto mechanic:

        1. be able to read
        2. is concerned with cleanliness
        3. likes to work with hands
        4. can understand diagrams
        5. enjoys meeting people

    b. Cashier:

        1. loves the outdoors
        2. is a good athlete
        3. knows arithmetic
        4. is able to remember details
        5. enjoys meeting people

    c. Lawyer:

        1. likes to work with hands
        2. must be a good speaker
        3. likes to work with people
        4. likes to read
        5. enjoys outdoor work

Work Attitudes

Read each statement and decide if it is important or not important. Put a check mark in the column you choose.

	Important	Not Important
1. Being on time if you work in a factory.		
2. Finishing a job.		
3. Cheerful personality if you are an auto mechanic.		
4. Enjoys leisure time.		
5. Can make changes easily.		
6. Being patient if you work with other people.		
7. Has to have own way.		
8. Feels proud of a job that is well done.		
9. Respects other people.		
10. Is willing to take responsibility.		

PRE AND POST TEST CLASS ROSTER

19__ 19__ Room__________

	Name	Pre-Test	Post-Test
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Work Attitudes

	Important		Not Important	
	Pre	Post	Pre	Post
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

TEACHER SURVEY

This survey will be given at the beginning and the end of the school year. The survey is only to be used as a tool to evaluate the effectiveness of the career awareness program.

	Yes	Sometimes/Maybe	No
1. I use guest speakers. (If the answer is yes, please do question number 3).			
2. When I use guest speakers, a part of the class discussion is concerned with their occupation.			
3. When taking field trips, some emphasis is placed on occupations observed.			
4. I can see where I can add vocational interest to subjects that are already taught.			
5. I have used bulletin boards which emphasize occupations.			
6. Vocational awareness is a legitimate goal for grades 4, 5, and 6.			
7. I feel adequately prepared to emphasize vocations in my teaching.			
8. I am aware of the resources available to teach vocational awareness.			
9. Do you consider all occupations of importance in a career awareness program?			
10. I am willing to try to include career awareness in my classroom teaching.			

GUIDE EVALUATION

1. Were you able to use the career awareness guide in your teaching this year?

   If no, why not, and if yes, which areas did you use most?

2. What usggestions do you have for improving the career awareness guide?

3. Were you able to use the student tests as a teaching tool?

   Please list any suggestions you have for improving the student tests.

4. Please share any human interest stories which have arisen from the use of the career awareness guide.

5. What problems did you find in using the career awareness guide?

COMMUNITY SURVEY

Please check the appropriate answers.

1. Have you heard of the career awareness program (the study of jobs, occupations, careers, and the world of work) at the Pleasant Hill Elementary School?

____Yes

____No

If yes, where did you hear about it?

____Your child

____A neighbor

____Other   Where?____________________

2. Has your child mentioned any guest speakers, field trips, classroom discussions, or jobs, occupations, careers, or the world of work?

____Yes

____No

3. Does your child show any improvement in his understanding of the connection between his school work and the world of work?

____Yes

____No

4. How do you feel about your child learning about the relationship between school taught skills and the world of work?

____Favorable

____Unfavorable

____No opinion

5. Do you think that the career awareness program (the study of jobs, occupations, careers, and the world of work) should be continued?

____Yes

____No

JOB DESCRIPTION FORM

Job Title____

1. Nature of the work
2. Places of employment
3. Training, other qualifications, and advancement
4. Employment outlook
5. Earnings and working conditions
6. Sources of additional information

FIELD TRIP QUESTIONAIRE

Field Trip to ________________________________

On the Bus:

1. What occupations do you see people engaged in as you travel?

2. Which of these occupations do you think may be found only in this area of the United States:

3. Which of these occupations are probably carried on in all areas of the United States?

At Destination:

1. What occupations did you observe?

2. A. Which job interested you the most?

   B. What things made this job interesting to you?

   C. What are some of the tasks required in this job?

3. Which job seemed least interesting to you?

   Why?

PLEASANT HILL ELEMENTARY SCHOOL

Grades 4, 5, 6

When you visit our classroom, we are especially interested in learning:

1. Nature of your work
2. Places of employment
3. Training, personal qualifications, and advancement opportunities.
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. Sources of additional information about your occupation
7. How skills taught in school are applied in your work. For example:
    - reading
    - writing
    - spelling
    - arithmetic
    - map skills
    - observation
    - inferring
8. Related occupations

Since we know very little about your occupation at this time, please define any technical terms or occupational words that you use, so that it will be easier for us to follow your talk.

PLEASANT HILL ELEMENTARY SCHOOL

Grades 4, 5, 6

When we visit your organization, we are especially interested in learning:

1. Nature of the work
2. Types of occupations within your organization
3. Training, personal qualifications, advancement opportunities for the various occupations
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. How skills taught in school are applied in the various occupations. For example:
    - reading
    - writing
    - spelling
    - arithmetic
    - map skills
    - observation
    - inferring

Please define any technical terms it is necessary for you to use during our visit so that we may better understand what is happening.

There are several ways in which occupations may be categorized in job families. For example, occupations may be broadly divided into agriculture and non-agriculture groups.

Another approach to the classification of occupations is to separate them into goods-producing and service-producing industries. Goods-producing industries include the job families:

Manufacturing
Agriculture
Construction
Mining

Service-producing industries include the job families:

Trade
Government
Transportation
Public Utilities and Services
Finance
Insurance
Real Estate
Historical
Creative Arts
Professions

Developing work-trait classifications, as indicated by the Dictionary of Occupational Titles, is yet another study approach. Each group represents some combination of the following traits:

General educational development, Aptitudes, Interests, Temperaments, Specific vocational preparation, and Physical demands.

A complete listing of these classifications follows this introduction.

Occupations may also be divided into interest-area groupings, as found in the Kuder Preference Record, Vocational Form. This inventory of interests classifies into ten major interest areas:

Outdoor
Mechanical
Computational
Scientific
Persuasive
Artistic
Literary
Musical
Social Services
Clerical

The Occupational Outlook Handbook published by the Department of Labor sets forth the following groupings:

Professional and Related
Managerial Occupations
Clerical and Related Occupations
Sales Occupations
Skilled and Other Manual Occupations
Manufacturing
Government
Service
Agriculture
Transportation, Communication, and Public Utilities
Construction
Finance, Insurance, and Real Estate
Mining

All of the above general classifications can be defined as job families. Job families can be sub-divided into job clusters which name specific related occupations. (See page 54 of this guide for an example of a job cluster.)

OCCUPATIONAL CATEGORIES AND DIVISIONS*

I. Professional, technical and managerial occupations

- Occupations in architecture and engineering
- Occupations in mathematics and physical sciences
- Occupations in life sciences
- Occupations in social sciences
- Occupations in medicine and health
- Occupations in education
- Occupations in museum, library, and archival sciences
- Occupations in law and jurisprudence
- Occupations in religion and theology
- Occupations in writing
- Occupations in art
- Occupations in entertainment and recreation
- Occupations in administrative specializations
- Occupations as managers and officials
- Miscellaneous professional, technical and managerial occupations

II. Clerical and sales occupations

- Stenography, typing, filing, and related occupations
- Computing and account recording occupations
- Material and production recording occupations
- Information and message distribution occupations
- Miscellaneous clerical occupations
- Salesmen, services
- Salesmen and salespersons, commodities
- Merchandising occupations, except salesmen

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*U.S. Department of Labor, Dictionary of Occupational Titles, 1965, Volume II.

III. Service Occupations

Domestic service occupations

Food and beverage preparation and service occupations

Lodging and related service occupations

Amusement and recreation service occupations

Miscellaneous personal service occupations

Protective service occupations

Building and related service occupations

IV. Farming, Fishery, Forestry, and Related Occupations

Plant farming occupations

Animal farming occupations

Miscellaneous farming and related occupations

Fishery and related occupations

Forestry occupations

Hunting, trapping, and related occupations

Agricultural service occupations

V. Processing Occupations

Occupations in processing of metal

Ore refining and foundry occupations

Occupations in processing of food, tobacco, and related products

Occupations in processing of paper, and related products

Occupations in processing of petroleum, coal, natural and manufactured gas, and related products

Occupations in processing of wood and wood products

Occupations in processing of clay, glass, and related products

Occupations in processing of leather, textiles, and related products

VI. Machine Trade Occupations

Metal machine

Metaling working

Mechanics and machinery repairmen

Paperworking occupations

Wood machining occupations

Occupations in machining stone, clay, glass, and related products

Textile occupations

VII. Bench Work Occupations

Occupations in fabrication, assembly, and repair of metal products

Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products

Occupations in fabrication, assembly, and repair of electrical equipment

Occupations in fabrication and repair of products made from assorted materials

Painting, decorating, and related occupations

Occupations in fabrication and repair of plastics, synthetics, rubber, and related products

Occupations in fabrication and repair of wood products

Occupations in fabrication and repair of sand, stone, clay, and glass products

Occupations in fabrication and repair of textile, leather, and related products

VIII. Structural Work Occupations

Occupations in metal fabricating

Welders, flame cutters, and related occupations

Electrical assembling, installing, and repairing occupations

Painting, plastering, waterproofing, cementing, and related occupations

Excavating, grading, paving, and related occupations

Construction occupations

IX. Miscellaneous Occupations

Motor freight occupations

Transportation occupations

Packaging and handling occupations

Occupations in extraction of minerals

Occupations in logging

Occupations in production and distribution of utilities

Amusement, recreation, and motion picture occupations

Occupations in graphic art work

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Fish and Wildlife *Superintendent of Documents

Health and Medical Services, Hospitals and Nursing, First Aid, Industrial and Occupational Health. *Superintendent of Documents

*A copy of these price lists is available from committee members.

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PAMPHLETS AVAILABLE TO TEACHERS ONLY

(Requests on school stationery preferred)

Pamphlet Name	Address
1. The Creative Scientist	1. U.S. Atomic Energy Commission P.O. Box 62 Oakridge, Tennessee 37830
2. Health Careers Leaflets Leaflets in the set are: Hospital Purchasing Agent #1 Supportive Nursing Personnel #2 Hospital Admitting Officer #3 Hospital Engineer #4 Technicians: Electrocardiograph and Electroencephalograph #5	2. American Hospital Association Division of Health Careers 840 North Lake Shore Drive Chicago, Illinois 60611
3. Jobs with the Forest Service, A Up-843	3. U.S. Department of Agriculture Forest Service Washington, D.C. 20250
4. Occupational Guide Index Once this is received, individual Occupational Guides may be ordered	4. California Department of Employment 800 Capitol Mall Sacramento, California 95814
5. Tommy Looks at Farming (cartoon book on many skills needed in farming today) Available in classroom lots. Request must be on official stationery.	5. The B.F. Goodrich Company Public Relations Department 500 South Main Street Akron, Ohio 44318
6. What Is a Pharmacist?	6. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
7. Your World of Work (intended for those who do not plan to attend college) Available to librarians only.	7. National Farmers Union Education Material Service 1575 Sherman Street Denver, Colorado 80201

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N.Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue, N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the model-making industry to: (If none of these acknowledge the student's letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Assoc., Inc. Department H 147 West 42nd Street New York, New York 10036

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Occupations

Pamphlet Name	Address
1. Because You Like People... Choose a Career in Mental Health (7 careers mentioned)	1. National Association for Mental Health (contact local office)
2. Bricklaying As a Vocation	2. Structural Clay Products Institute 1750 Old Meadow Road McLean, Virginia 22101
3. Careers in Statistics	3. American Statistical Association 806 - 15th Street, N.W. #640 Washington, D.C. 20005
4. Gemology As a Career (available in classroom quantities)	4. Gemological Institute of America Registrar's Office 11940 San Vicente Blvd. Los Angeles, California 90049
5. Medical Record Librarian - Key Member of the Medical Team	5. American Medical Record Association 211 East Chicago Street Chicago, Illinois 60611
6. Archaeology as a Career (single copies free; additional 10¢ each)	6. Archaeological Institute of America 100 Washington Square, East New York, New York 10003
7. The Big Story (on journalism) (single copies free; additional copies 10¢ each)	7. Professional Journalistic Society Sigma Delta Chi Room 852 35 East Wacker Drive Chicago, Illinois 60601
8. Careers in Consumer Finance (available in classroom quantities)	8. National Consumer Finance Association 1000 16th Street, N.W. Washington, D.C. 20036
9. Careers in Petroleum Engineering	9. Society of Petroleum Engineers of 6200 N. Central Expressway AIME Dallas, Texas 75206
10. The Challenge of Real Estate (available in classroom quantities)	10. National Assoc. of Real Estate Boards Department of Public Relations 1300 Connecticut Avenue, N.W. Washington, D.C. 20036
11. Dental Assisting - A Career of Action (available in classroom quantities)	11. American Dental Assistants Assoc. Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

12. Excitement, Travel, Careers as an Overseas Secretary (single copies)	12. United Business Schools Association 1101 Seventeenth Street, N.W. Washington, D.C. 20036
13. Four Futures (nursing, dietetics physical therapy, occupational therapy)	13. U.S. Department of Defense Advisory Committee on Women in the Services Washington, D.C. 20301
14. Horticulture - A Challenging Career (up to 25 copies)	14. American Society for Horticultural Science P.O. Box 109 St. Joseph, Michigan 49085
15. Information Concerning Geophysics (limit of 5 copies)	15. American Geophysical Union 2100 Pennyslvania Ave., N.W. Washington, D.C. 20037
16. Oil in the Market Place (available in classroom quantities)	16. American Oil Company 910 South Michigan Avenue Chicago, Illinois 60680
17. Opportunities in the Welding Industry (available in classroom quantities)	17. American Welding Society, Inc. Director, Information & Engineering United Engineering Center 345 East 47th Street New York, New York 10017
18. Penetrating New Frontiers with Mineral Engineers, Geologists, Mining Engineers and Mettalurgists	18. Society of Mining Engineers of AIME 345 E. 47th Street New York, New York 10017
19. Photography As a Career	19. Professional Photographers of America 1090 Executive Way, Oak Leaf Commons Des Plaines, Illinois 50018
20. Planning a Career in Electronics	20. Electronics Industries Association 2001 Eye Street, N.W. Washington, D.C. 20006
21. Satisfaction Guaranteed (on whether work is satisfying or drudgery)	21. Connecticut Mutual Life Ins. Co. Human Relations Program 140 Garden Street Hartford, Connecticut 06115
22. Special Librarianship: Information at Work (1-50 copies free)	22. Special Libraries Association 235 Park Avenue South New York, New York 10003

Occupation pamphlets continued:

23.	What is a Medical Technologist? (available in classroom lots)	23.	The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
24.	What It Takes to Be a Secretary and Your Career As a Secratary (single copies of both)	24.	United Business Schools Association 1101 Seventeenth Street, N.W. Washington, D.C. 20036
25.	Why Stay in School? (available in large quantities)	25.	Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
26.	Your Career As a Chemist (limit 5 copies) (advanced reading level)	26.	Chemical Institute of Canada Burnside Building 151 Slater Street Ottowa, Ontario, Canada
27.	Your Career As an Aero/Space Engineer (limit of 50 copies)	27.	American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019
28.	Your Career in Optics	28.	Optical Society of America 2100 Pennsylvania Avenue, N.W. Washington, D.C 20037
29.	Your Career in Textiles (one copy free)	29.	American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202
30.	Secretarial Career Kit	30.	National Secretaries Association (International) 1103 Grand Avenue, Suite 410 Kansas City, Missouri 54106
31.	Music Therapy As a Career	31.	National Association for Music Therapy, Inc. P.O. Box 610 Lawrence, Kansas 66044
32.	Your Career in the Hotel/Motel Industry	32.	American Hotel and Motel Assoc. Educational Institute 221 West 57th Street New York, New York 10019

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Pamphlet Name	Address
A partial list of material available from the telephone company is listed below. A complete list is on file with committee members. These may be obtained with a letter from teacher or students, or with a collect call to the Portland Office.	Pacific Northwest Bell Putlic Relations Office 421 S.W. Oak Street Portland, Oregon 97204

1. A Telephone History of the Pacific Northwest
2. Alexander Graham Bell
3. Cardiac
4. Education For a World of Change
5. Electronic Switching: A New "Brain" For Communications
6. How The Telephone Works
7. Laser: The New Light
8. Mr. Bell Invents The Telephone
9. Overseas Telephone Service
10. Picturephone Service: Adding Sight to Sound
11. Radio Relay
12. Signals in Space
13. Telephone Tips for Baby Sitters
14. Teletraining
15. Ten Men and the Telephone
16. The Birth and Babyhood of the Telephone
17. The Magic Behind Your Dial
18. The Magic of Your Telephone
19. The Story of the Bell Solar Battery
20. The Transistor Age